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ABSTRACT

A project was undertaken to develop a model for the referral, intervention, assessment, and appropriate placement of regular and special education students in one California school district. The district's existing system was rated according to effectiveness, supportiveness, efficiency, clarity, and flexibility. Results were used to develop the new model, which was pilot tested, revealing increases in efficiency, clarity, and flexibility. A final model, the Teacher Support System, was then introduced, which increased effectiveness by providing individual consultations and problem solving in child study team meetings. It was found that the effectiveness and supportiveness of the management system was rated according to the direct attention and assistance give to teachers requesting help; and that the effectiveness and supportiveness were dependent on such outside factors as the availability and quality of alternative classroom programs, resource personnel, and teacher training programs. Appended are two forms of the rating survey and the Teacher Support System Resource Guide which lists detailed procedures for referral, intervention, assessment, and placement. (CL)

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The Teacher Support System:
A model for Referral, Intervention, Assessment, and Placement Procedures for Regular and Special Education Students

May, 1982

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FOREWARD

This study was conducted under the auspices of a Special Studies Grant (Project Number 19-64790-81-3293-7100) through the California State Department of Education, Office of Special Education. This report represents a technical report under the grant. The results of the study are the sole responsibility of the investigator. Official endorsement of the California State Department of Education is not implied.

The project period included the 1980-1981 and 1981-1982 academic school years. The Resource Guide was developed by a special education steering committee for use in the Monrovia Unified School District.

EXECUTIVE SUMMARY

Recent Federal and State legislation has pressured school districts to implement complex changes in special education under restricted timelines. As a result of the time constraints, the planning of effective management systems has suffered. This project developed a model management system for identification, intervention, assessment and placement procedures for regular and special education students in the Monrovia Unified School District. "The Teacher Support System" model was developed based on information from ratings of the district's former referral system and from ratings of the model at various stages of implementation. The final model is presented in "The Teacher Support System Resource Guide", available from Monrovia Unified School District.

Five-point scale ratings of the original and new model systems were taken in five areas: effectiveness, supportiveness, efficiency, clarity, and flexibility. The district's original management system was rated in October, 1980. The results were used to develop a new management system which was partially implemented throughout the district by January, 1981. This implementation was evaluated by an expanded rating survey in June, 1981. Information from the June, 1981 survey guided the formulation of the final model, which was introduced district-wide in September, 1981. Full implementation of the final model was not possible due to time contraints. A structured interview process was used at each school site in May, 1982 to collect addition data regarding The Teacher Support System. The results of the ratings and the data collected through a structured interview process at each school site supported the following conclusions:

1. The Teacher Support System Model presented an improvement in efficiency, clarity and flexibility over the previous referral system in Monrovia Unified School District.
2. The effectiveness and supportiveness of the management system was rated according to the direct attention and assistance given to teachers when they requested help for a problem situation.
3. The effectiveness and supportiveness of the system was dependent upon outside factors such as the availability and quality of alternative classroom programs, resource personnel, and teacher training programs.
4. The system improved in all five areas when steps were consistently followed.

The following recommendations were offered:

1. "The Teacher Support System" procedures and forms, as presented in the Resource Guide, should be used as a model for districts attempting to improve their referral management systems. The model incorporates intervention strategies for regular classroom settings as well as steps to initiate special education processing.
2. To insure success as the model is adopted or adapted, school personnel should be trained in the areas specified in the "Inservice" section of the Teacher Support System Resource Guide.
3. When steps have been established, as adopted or adapted from the model, the steps should be consistently followed. Revisions, as appropriate, should be made formally and only after a consistent trial period. Intermittent changes introduced confusion.
4. The management system should be evaluated at each school site on an annual basis. The interview process provided more constructive information than the numerical ratings.
5. Since the effectiveness of the system appeared to be dependent upon influences outside the system, steps should be taken to investigate and augment:
    (a) alternative programs or alternative classroom groupings for meeting the needs of students with similar needs,
    (b) the availability of key personnel to assist in determining student needs and implementing practical modifications in the regular classroom, and
    (c) training programs for teachers who work with students with unique needs.

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INTRODUCTION

The Problem Situation

Special education has been a recent victim of future shock. PL 94-142 and, most recently, SB 1870 and its trailer legislation have generated a number of new regulations. Schools are required to perform new services, document all procedures, inform parents, serve all students with special needs, and, yet, do so within definite funding limits. In addition, these demands are changing constantly. The demands made by legislation and, more importantly, the needs of students and teachers, cannot be met without a logical, efficient, and effective system of referring, intervening in regular classroom settings, assessing, and placing students appropriately.

Purpose of the Study

The purpose of this study was to develop an efficient and effective model for the referral, intervention, assessment, and appropriate placement of regular and special education students.

The resulting procedural model outlined action sequences, time lines, and persons responsible for each step in an intervention process aimed toward helping students who exhibit academic, behavioral, developmental, or emotional difficulties in an educational setting. Model forms were developed. The forms were formulated to be clear, concise, and useful, and cover all steps, including referrals, child study team reports, progress monitoring, parents' rights, and individual educational plans (IEP). Emphasis was placed upon proper and effective intervention steps which attempted to ameliorate problems within the regular classroom setting (least restrictive environment) before proceeding to formal special education considerations. All legal requirements of PL 94-142 and SB 1870 were incorporated. An in-service guide for systems implementation was also developed. This model was termed according to its intent: "The Teacher Support System".

Background

New laws have mandated swift, complex additions and revisions in procedures and services for helping special education children. Under the pressure of time and the burden of information overload, special education program implementation suffered. Though positive strides were made, concerns remained. Recently, the Education Advocates Coalition termed the implementation of PL 94-142 mandates as a "national disgrace". (The Executive Educator, 1980) They particularly deplored improper placement decision processes. Referral and placement procedures were specifically found lacking. In New York, more than 2,000 students awaited assessment beyond federal time guidelines and more than 6,000 students had not been properly placed (Splitt, 1980). Similarly, school officials in Washington, D.C. admitted to many cases in which placements had been delayed beyond deadlines (Splitt, 1980).

Importance of the Study

The problems reviewed above could be resolved with a proper systems model for referral and placement. Robert Mergler (1979) in his work with special education, found that when a rush for compliance tempted educators to shortcut on planning, the results were ineffective and frustrating. Mergler's position was echoed by Donna Hellewell (1979) who stated that long-range planning was the best key to success of any special education system.

The systems which have emerged as an immediate response to legislation have not been comprehensive. Twomey, Gallegos, Anderson, Williamson, and Williamson (1980) noted that a major breakdown in special education referral processes involved a lack of systematic consideration of regular education alternatives; many systems relied totally on special education programs to resolve student educational needs. Barrick and Enell (1980) cited a need for effective administration of placement, documentation and review processes. They observed an isolated emphasis on paperwork form and content rather than the process to which paperwork would be tied. The studies indicated a need for a referral model which considered the resolution of both regular and special education students needs, streamlined and clarified steps and roles, and incorporated legislation mandates in a logical, comprehensive manner.

A system such as the one developed in this study provides a vital model for insuring the success of special education programs and regular education support.

METHODOLOGY

This study proposed to accomplish several tasks. The first was to rate the existing procedural system in Monrovia Unified School District. The second was to analyze state and federal special education mandates to insure that the new referral model and forms would be in total compliance. The third was to use the information from the first two tasks to develop a comprehensive referral and support system model for regular education and special education pupils and an inservice guide for the implementation of the model. The fourth step involved implementing portions of the model in the Monrovia Unified School District as a pilot study. The fifth step involved rating the partial implementation of the Teacher Support System Model for effectiveness, efficiency, supportiveness, flexibility, and clarity. Sixth, the results of the pilot survey were used to revise final model plans. The seventh step involved a full implementation of the model. The final task was an evaluation of the Teacher Support System as implemented in Monrovia Unified School District.

Rating the Existing Procedural System

Rating surveys were distributed in October, 1980 to regular and special education teachers, administrators, and support personnel who had had direct experience with the referral processes in Monrovia Unified School District within the previous two years. The survey requested a rating, on a scale form one to five, of the effectiveness, supportiveness, efficiency, clarity, and flexibility of the existing system. The questions for each item were:

A. Are the referral procedures Effective? (Do they lead to a successful solution to problems while keeping a child in regular programs as much as possible?)

B. Are the procedures Supportive? (Do they allow for participation and for help for all concerned with the student's needs?)

C. Are the procedures Efficient? (Do they provide needed services with the minimum allowable time and paperwork?)

D. Are the procedures Clear? (Are they easy to understand, to follow and to complete, with roles of participants clearly defined?)

E. Are the procedures Flexible? (Do they allow for changes in emergency, extreme, or singular instances?)

The results, as summarized in this report, were used as a basis for developing the new model. A copy of the original survey is found in Appendix A.

Analysis of State and Federal Mandates

An analysis was conducted to identify specific mandates from the following sources:

A. California Education Code, Part 30, Special Education Programs, as amended by SB 1870, AB 3075, and trailer legislation through 1981.

B. California Administrative Code, Title 5 Regulations, Part 30, Special Education Programs, as effective in June, 1981.

C. Code of Federal Regulations, Title 34, part 300, as amended by Public Law 94-142.

Mandates were categorized as relating to (1) Placement (eligibility and program options), (2) Intervention, (3) Screening and Child Study Team procedures, (4) Assessment, (5) IEP Team Procedures, (6) IEP Development, (7) Forms and (8) Referral Procedures.

Specific legal references and summaries of the mandates were listed. The information was used to insure compliance for procedures and forms. Specific legal citations were placed in a reference column in the Special Education Resource Guide, which elaborated eligibility, due process, and other issues relating to the referral procedures. A copy of the Resource Guide is found in Appendix C.

Development of Model System

The information resulting from the evaluation of the existing district referral process and from the legal analysis was used to develop a procedural model, including model forms. The model was the product of the efforts of a steering committee comprised of four teachers, three administrators, and one psychologist. The model specified steps and roles for each phase of the referral process.

Pilot Implementation of the Partial Model

Portions of the initial model system were implemented as a pilot study to collect formative evaluation data. New procedures were introduced and a restricted number of new forms were tried. These changes were initiated in all eight schools in the Monrovia Unified School District, representing elementary, middle, and high school levels.

Evaluation of the Pilot Implementation

Rating Surveys were distributed in June, 1981 to regular and special education teachers, administrators, and support personnel who had been directly involved in the pilot implementation of the referral model. The survey requested a rating identical to the October, 1980 survey, plus ratings for support items for each of the five categories (Effectiveness, Supportiveness, Efficiency, Clarity, and Flexibility). A copy of the expanded survey is included in Appendix B.

Model Revision

The results of the numerical rating relating to the pilot implementation were used to revise and finalize the Model Teacher Support System procedures and forms.

Implementation of the Final Model

The final model was introduced to all eight schools in September, 1981. In-Service plans were delayed; this interfered with the full implementation as originally scheduled. Implementation is currently in progress.

Final Evaluation

The final evaluation was to include a repeat of the numerical rating of the referral procedures so a pre- and post-rating comparison could be made. This final rating and comparative analysis was impossible to complete since the model had not been fully implemented. Further formative evaluation data was collected, however, through an interview process. Three teachers, the administrator(s) involved in the referral process, and the psychologists from each school were interviewed. The four counselors represented the teachers at the high school level. The survey questions from the June, 1981 evaluation were used to solicit verbal rather than numeral rating responses. The results are summarized in this report.

REPORT AND INTERPRETATION OF FINDINGS

Evaluation of Existing Procedural System

The referral procedures which were in use prior to the introduction of the new model were rated by a total of 104 respondents from all eight schools in the Monrovia Unified School District in October, 1980. The five survey items requested a rating on a five-point scale, with five being the most positive rating and one being the least positive.

Average ratings were calculated for each of the five survey items. The rating averages are summarized in Table 1.

Calculations were also made of the percentage of respondants who gave the procedures a rating at the higher range of the scale (4 or 5). These statistics are also presented in Table 1.

Table 1.

Results of Five-Point Rating of Existing (old) Referral Procedures (October, 1980)

Survey Item: (N=104)	Average Rating	Percentage of Respondents giving rating of 4 or 5
Effectiveness	2.63	27%
Supportiveness	2.96	29%
Efficiency	2.11	9%
Clarity	2.77	12.5%
Flexibility	2.48	10.6%

Results of this initial survey suggested that, in general, existing procedures were viewed as slightly below average in all five areas. Analysis of the percentages (personnel rating the procedures above average) indicated that more people saw the procedures as effective and supportive than saw them as efficient, clear, or flexible. Efficiency appeared to be the main area of concern, followed by flexibility, and clarity.

Evaluation of Pilot Implementation of Partial Model

The Teacher Support System basic procedures and some selected forms were introduced to all eight schools by February, 1981. An evaluation was conducted in June, 1981. An expanded rating survey (see Appendix B) was distributed to all personnel who had had the opportunity to use the new system. Ratings were again given on a five-point scale for the same five major areas: effectiveness, supportiveness, efficiency, clarity, and flexibility. Sub-questions for each of the five basic areas were added to further investigate areas of success or concern.

A total of 120 personnel completed the expanded survey. Approximately 90-100 were involved in the initial survey. The number of responses to each question varied according to the number of people who had had experience in various aspects of the model system and could give a legitimate rating. The respondents per question ranged from a high of 120 to a low of 97.

Average ratings were again calculated for each of the five survey items. The rating averages are summarized in Table 2.

Calculations were made of the percentages of respondents who gave the procedures a rating at the high range of the scale (4 or 5). These statistics are also presented in Table 2.

Table 2.

Results of Five-Point Rating of Pilot Model Implementation (June, 1981)

Survey Item	Average Rating	Percentage of Respondents giving a rating of 4 or 5
Effectiveness (N=111)	2.83	27%
Supportiveness (N=108)	2.97	32%
Efficiency (N=111)	2.16	21%
Clarity (N=118)	3.16	40%
Flexibility (N=97)	2.77	31%

A comparison of the average ratings of the old procedural system (October, 1980) and of the pilot implementation of the model (June, 1981) indicated little change. Application of the t-test for the differences between these means indentified a significant increase only in the area of clarity ($p < .05$).

A comparision of the percentage measures in Tables 1 and 2 indicated substantial change between October, 1980 and June, 1981, in the concern areas of efficiency, clarity, and flexibility. In October, 1980, only nine percent of the respondents rated the old system as above average in efficiency; in June, 1981 21% gave the higher ratings. The percentage of personnel rating the two systems as above average in clarity and flexibility rose from 12.5% to 40% and from 16.6% to 31%, respectively. The increase between the percentages was significant ($p < .01$) for all three areas. The percentages rating the systems high for effectiveness and supportiveness did not differ significantly from October, 1980 to June, 1981.

The results suggested that a significant proportion of system users saw the new model as more efficient, clearer, and more flexible than the old system. However, they found it consistently effective and supportive.

The June, 1981 rating survey was expanded to include sub-questions to further delineate the ratings given in the five basic areas. Average ratings and the percentage of respondents giving a high rating (4 or 5) were calculated for each sub-question. The results are presented in Table 3.

Table 3.

Results of Five-Point Expanded Survey Rating of Pilot Model Implementation
(June, 1981)

Survey Item		Average Rating	Percentage of Respondents giving a rating of 4 or 5
1. Effective			
1a.	Specific solutions in Child Study Team (CST)	3.09	33.%
1b.	Re-evaluation of solutions	2.78	25%
1c.	Practicality of solutions	2.94	26%
1d.	Problem resolution through Sp. Educ.	3.24	40%
2. Supportive			
2a.	Teacher Opportunity to express concerns	4.2	78%
2b.	Teacher invited to CST	4.35	83%
2c.	Interim solutions while in referral process	2.69	18%

Survey Item	Average Rating	Percentage of Respondents giving a rating of 4 or 5
3. Efficient		
3a. Speed of Consultation	2.93	32%
3b. Forms help to define problems	3.2	38%
3c. Paperwork appropriate (vs. excessive)	2.91	28%
4. Clear		
4a. Steps easy to understand	3.52	47%
4b. Easy to initiate	3.78	62%
4c. Roles clearly defined	3.23	40%
5. Flexible		
5a. Immediate help for Sp. Educ. student	2.82	35%
5b. Eliminate step for severe problems	2.86	36%
5c. Format/procedures changes as needed	2.77	26%

The results presented in Table 3 suggested that within each of the five areas, the system was rated higher for certain specific situations than for others. For example, more respondants gave a high rating to problem resolution in special education (Item 1d) than to solutions in regular education (Items 1a, 1b, 1c,) within the area of effectiveness. A brief analysis by area is offered below:

Effectiveness

The data suggested that a greater proportion of users believed the system was more effective in dealing with problems through special education placement (Item 1d) than through providing solutions within the regular classroom setting (Items 1a, 1b, 1c.)

Supportiveness

Rating results showed that a large percentage of the model system users believed that their concerns were heard; a quite small percentage felt that supportive solutions were offered in return.

Effieciency

The sub-question ratings for efficiency were consistent with the general rating of efficiency. Improvement appeared necessary, particularly in the excessive paperwork requirements.

Clarity

The process was seen as easy to initiate by a large majority of users (62%). Steps and roles were seen as clear by nearly half of the respondents (47% and 40%, respectively).

Flexibility

Flexibility sub-question ratings were consistent with the overall rating. Approximately one-third of the users saw the system as responsive in unique need situations.

Rating results from the expanded June, 1981 survey suggested that the partial model implementation had already improved the efficiency, clarity, and flexibility of the referral systems used in the schools.

The results also suggested that revisions might be necessary in order to improve (a) the effectiveness of the Child Study Team meetings, (b) the availability of practical suggestions for regular classroom teachers, (c) the speed of the process, (d) the excess paperwork demands, and (e) the flexibility of the process.

Modifications were made in the model according to the needs cited above. In particular, a list of suggested classroom modifications was added to the Teacher Support System Handbook. In addition, new forms were completed which reduced paperwork by one third. All revisions are in the final model as displayed in Appendix C.

Final Evaluation

As stated earlier, the final evaluation of the Teacher Support System was originally designed to replicate the June, 1981 survey. The results were to be compared to former data (October, 1980 and June 1981) to evaluate the impact of the full implementation of the new model. The final model was introduced, but full implementation was delayed. Therefore, only another rating of the partial implementation was possible. In order to gain information beyond the June, 1981 survey, the same survey questions were asked in May, 1982 in a structured interview process rather than merely producing more numerical ratings. Summary of the responses to each of the questions in the interview process is presented separately for each of the five rating areas.

Effectiveness. The effectiveness of the Teacher Support System was consistently tied to four major factors:

1. Helpful individual consultations with administrators, psychologists, or counselors.
2. Child Study Team discussions involving former teachers (or counselors), present teachers, administrators, and specialists.
3. Specific, practical solutions developed during either the individual consultation or the Child Study Team Meeting.
4. Good alternative programs in regular and special education settings.

The problems which interfered with the effectiveness were:

1. Limited time allocated for consultations by administrators or psychologists at various school sites.
2. Reluctance of some teachers (especially secondary) to consider or accept suggestions for modifications within the regular classroom setting.
3. Scarcity of alternative programs within the regular school setting (non-special education).
4. A teacher-identified need for training in instructional strategies and classroom management techniques for assisting students with educational needs.

Supportiveness. The Teacher Support System was consistently seen as "supportive" by all eight schools. Specific favorable factors were:

1. Steps which provided for someone to listen to teacher concerns, frustrations, and problems.
2. Child Study Team meetings which allowed different perspectives and solutions to be shared.
3. The identification of solutions within the regular classroom.

The factorswhich tended to undermine the supportive aspects of the system were:

1. Lack of response to requests for verbal consultations (suggestions merely recorded in records and filed).
2. Limited alternatives when a student was not eligible for special education and when a resolution had not been found within the regular classroom.

Efficiency. Reports indicated that in the initial stages of implementation the process was slowed considerably, but that as roles were clarified, the efficiency increased markedly. The factors identified as increasing the efficiency of the system were:

1. Delegation of the responsibility for individual consultations to a small number of key specialists, with the principal maintaining primary responsibility.
2. Consistent use of the steps as outlined. (Inconsistent requirements or procedures led to "lost" referrals and confusion).
3. Careful documentation to monitor the steps and the timelines.
4. Communication with the referring teachers regarding the status of the referred students.
5. Forms which helped clarify problems and solutions.
6. Forms which utilized checklists wherever possible.

The factors which interfered with the efficiency of the model were:

1. Changes in initiation procedures or shifts in role responsibilities during the school year.

2. Seasonal referral burdens (at parent conference time; at the end of the school year) which tested the limits of the system.
3. Paperwork requirements for the IEP Team Meeting.

Clarity. The Teacher Support System Model was viewed as clearly presented and delineated. The actual implementation at the school lacked clarity in these areas, however:

1. The consultation and Child Study Team phases were not clearly established as "non-special education".
2. Some schools perpetuated dual systems which confused the teachers.
3. Teachers expressed a need for (a) yearly review of the steps and (b) access to a simple overview of the process when a specific student problem arose.
4. Teachers firmly requested consistency in the (a) procedures throughout the school year and in the (b) form and documentation log requirements so records could be maintained from year to year.

Flexibility. All schools reported that the system allowed for flexibility. The prime factor in flexibility was immediate screening of referrals to determine students with the greatest needs. The main concern expressed was that students with behavior problems tended to receive help before those with severe academic problems.

Summary of Findings

Results from the ratings of the referral system in the Monrovia Unified School District in October, 1980, indicated that improvement was needed to make the system more effective, supportive, efficient, clear, and flexible. Prime needs were in the latter three categories.

The district-wide pilot implementation of portions of the Teacher Support System Model was rated in June, 1981. Significant increases in efficiency, clarity, and flexibility were reflected in the survey results.

Full implementation of the Teacher Support System model in Monrovia Unified School District has not been completed. Structured interview results collected in May, 1982 indicated the factors which increased the effectiveness, supportiveness, efficiency, clarity, and flexibility of the system as it was being implemented. Negative influences were also cited.

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS

Summary

Findings

The major findings were as follows:

- A. Ratings of existing referral system.
  - 1. The previous referral system was rated between 2 and 3 on a five-point scale (five being the most positive rating) in the areas of effectiveness, supportiveness, efficiency, clarity, and flexibility.
  - 2. High ratings (4 or 5) for each of the five areas were given, respectively, by 27%, 29%, 9%, 12.5%, and 10.6% of the survey respondents. (October, 1980)
- B. Ratings of district-wide pilot implementation of partial model.
  - 1. Average ratings of the model system after partial implementation (June, 1981) remained between 2 and 3 for effectiveness, supportiveness, efficiency, and flexibility. The rating for clarity of the system showed a significant increase to 3.16 from 2.77.
  - 2. Significant increases were noted in the proportions of respondents rating the model system at a 4 or 5 for efficiency, clarity, and flexibility. (21%, 40%, and 31%, respectively)
  - 3. High average ratings were also obtained for the items within the following categories:
    - (a) Supportiveness
      Teacher involvement and opportunity to express concerns. (average ratings: 4.2 and 4.35; percentage of persons rating 4 or 5: 78% and 83%).
    - (b) Clarity
      Clarity of roles, steps, and initiation procedures. (average ratings: 3.23, 3.52, and 3.78, respectively: percentage of persons rating 4 or 5: 40%, 47%, and 62%, respectively).

(c) Efficiency

Help of paperwork in defining problems. (average rating: 3.2; percentage of persons rating 4 or 5: 38%).

(d) Effectiveness

Solutions offered through regular and special education (average ratings: 3.09 and 3.24, respectively; percentage of persons rating 4 or 5: 33% and 40%).

C. Results from Structured Interview

Responses from all schools indicated that:

1. The effectiveness of the model was increased by (a) individual consultations, (b) problem-solving in Child Study Team Meetings, and (c) good alternative programs in regular and special education settings.

2. Effectiveness was decreased by (a) time restraints for consultations and (b) restrictions on the psychologist time allocated to each school.

3. The system was viewed as supportive because of (a) steps which allowed teachers to express and discuss concerns and (b) specific solutions were generated.

4. Supportiveness was undermined when written responses were substituted for discussions.

5. The efficiency of the system increased when (a) the consultation log remained the responsibility of the principal, but specialists were assigned to assist in some cases, (b) procedures were consistently followed and documentation logs updated, and (c) the forms guided the definition of the problem and utilized checklists.

6. The system was inefficient (a) at peak referral periods, (b) when the steps were not consistently followed, and (c) when paperwork demands lengthened the preparation time required for a IEP Team Meeting.

7. The clarity of the model was commended. The clarity deminished upon implementation when established steps were not consistently followed.

8. The flexibility of the system depended upon the school's efforts to identify students with severe needs and act accordingly.

Conclusions

The following conclusions emerged from analysis of the findings:

1. The Teacher Support System Model presented an improvement in efficiency, clarity, and flexibility over the previous referral system in Monrovia Unified School District.
2. The effectiveness and supportiveness of the management system was rated according to the direct attention and assistance given to teachers when they requested help for a problem solution.
3. The effectiveness and supportiveness of the system was dependent upon outside factors such as the availability and quality of alternative classroom programs, resource personnel and teacher training programs.

4. The system improved in all five areas when steps were consistently followed.

Recommendations

The following recommendations are offered:

1. "The Teacher Support System" procedures and forms as presented in the Resouce Guide, should be used as a model for districts attempting to improve their referral management systems. The model incorporates intervention strategies for regular classroom settings as well as steps to initiate special education processing.
2. To insure success as the model is adopted or adapted, school personnel should be trained in the areas specified in the "Inservice" section of the Teacher Support System Resource Guide.
3. When steps have been established, as adopted or adapted from the model, the steps should be consistently followed. Revisions, as appropriate, should be made formally and only after a consistent trial period. Intermittent changes introduced confusion.
4. The management system should be evaluated at each school site on an annual basis. The interview process provided more construction information than the numerical ratings.
5. Since the effectiveness of the system appeared to be dependent upon influences outside the system, steps should be taken to investigate and augment:
   (a) alternative programs or alternative classroom groupings for meeting the needs of students with similar needs,
   (b) the availability of key personnel to assist in determining student needs and implementing practical modifications in the regular classroom, and
   (c) training programs for teachers who work with students with unique needs.

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APPENDIX A: Rating Survey, October, 1980

SPECIAL EDUCATION REFERRAL PROCEDURES
RATING SURVEY

SCHOOL ______________________

DATE ________________________

Check Appropriate Title:

__ Regular Teacher
__ Special Ed. Teacher
__ Administrator
__ Secretary
__ Support Staff
__ Other

1/ Are the referral procedures effective?
(Do they lead to a successful solution to problems while keeping a child in regular programs as much as possible?)

Very Effective

Not Effective

5 4 3 2 1

2/ Are the procedures Supportive?
(Do they allow for participation and for help for all concerned with a student's needs?)

Very Supportive

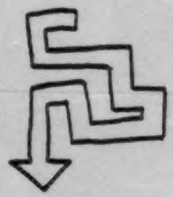
Don't hear Concerns Don't help

5 4 3 2 1

3/ Are the procedures Efficient?
(Do they provide needed services with the minimum allowable time and paperwork?)

Very Efficient

Bogged down

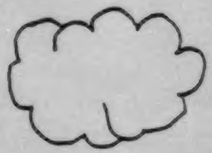


5 4 3 2 1

4/ Are the procedures Clear?
(Are they easy to understand, to follow and to complete, with roles of participants clearly defined?)

Very Clear

Cloudy



5 4 3 2 1

5/ Are the procedure flexible?
(Do they allow for changes in emergency, extreme, or singular instances?)

YES

Very Flexible

Too Rigid

NO

5 4 3 2 1

APPENDIX B: Rating Survey, June, 1981

SPECIAL EDUCATION REFERRAL PROCEDURES RATING SURVEY

SCHOOL: ______________________________

DATE: ______________________________

GRADE LEVEL(S) ______________________

Check Appropriate Title:

___ Regular Teacher
___ Sp. Ed. Teacher
___ Administrator
___ Secretary
Support Staff
___ Other

(Circle applicable numbers.)

If you feel that you do not know enough about the referral procedures to judge them, mark the "Don't Know" circle.

1/ Are the referral procedures Effective?

(Do they lead to a successful solution to problems while keeping a child in regular programs as much as possible?)

Very Effective				*Not Effective*	
5	4	3	2	1	○ *Don't Know*

2/ Are the procedures Supportive?

(Do they allow for participation and for help for all concerned with a student's needs?)

Very Supportive				*Don't hear concerns Don't help*	
5	4	3	2	1	○ *Don't Know*

3/ Are the procedures Efficient?

(Do they provide needed services with the minimum allowable time and paperwork?)

Very Efficient				*Bogged Down*	
5	4	3	2	1	○ *Don't Know*

4/ Are the procedures Clear?

(Are they easy to understand, to follow and to complete, with roles of participants clearly defined?)

Very Clear				*Cloudy*	
5	4	3	2	1	○ *Don't Know*

5/ Are the procedures Flexible?

(Do they allow for changes in emergency, extreme, or singular instances?)

Very Flexible			*Too Rigid*		○
5	4	3	2	1	*Don't Know*

6/ **Comments:** *(good or bad - or suggestions)*

SPECIAL EDUCATION REFERRAL PROCEDURES
RATING SURVEY:--- *DETAILED SUPPLEMENT*

Please circle applicable number.

1/ *EFFECTIVENESS*

a. When a student is referred for consultation (or consideration by the Child Study Team), are specific solutions offered or considered in order to resolve the problems in the regular classroom?

Solutions Offered				*No Solutions Considered*
5	4	3	2	1

b. When suggestions for resolving problems are offered, is the success or failure of these suggestions evaluated at a later date?

Checked on Schedule				*Ignored*
5	4	3	2	1

c. Are the suggestions offered practical for the regular classroom?

Very Practical				*Quite Unrealistic*
5	4	3	2	1

d. When a student qualifies and is placed in special education, does the placement reduce or resolve the problems which prompted the referral?

Problem Resolved/ Contained				*No apparent Resolution*
5	4	3	2	1

e. Specific comments or concerns regarding the effectiveness of the referral procedures:

____

____

____

2/ *SUPPORT*

a. When a student is referred for consultation (or consideration by the Child Study Team), is the referring teacher given the opportunity to express her concerns?

Concerns Heard				*Concerns Dismissed or Ignored*
5	4	3	2	1

b. When the Child Study Team meets to consider a student's problems, is the referring teacher invited to the meeting?

Always Invited				*Never Included*
	4	3	2	1

c. Are interim solutions sought when the referral/assessment/placement process is delayed or prolonged?

Always				*Never*
5	4	3	2	1

d. Specific comments or concerns about the support offered during the referral process:

____

____

____

____

____

3/ *EFFICIENCY*

a. When a student is referred, does a consultation with an administrator/designee (or the Child Study Team) follow within a reasonable period of time?

Quite Quickly — *Months Later*

5 4 3 2 1

b. Do the referral forms help define the problem so that others can help in seeking solutions?

Clarifies Problems — *No Help*

5 4 3 2 1

c. Is the paperwork excessive, or is it just detailed enough to clarify concerns?

Detailed but Appropriate — *Excessive*

5 4 3 2 1

d. Do you feel the referral process is efficient? __________

If *Not*, what interferes?

____

____

____

____

4. *CLARITY*

a. Are the steps in the referral process easy to understand?

Simple — *Too Complex*

5 4 3 2 1

b. Is the referral process easy to initiate?

Easy — *Nearly Impossible*

5 4 3 2 1

c. Are the roles of the administrators, counselors, psychologists, teachers, and special education teachers clearly defined?

Clear — *Vague*

5 4 3 2 1

d. Comments regarding the clarity of the procedural system:

____

____

____

____

5/ *FLEXIBILITY*

a. When a student is in need of immediate special education help, is such support sought promptly?

Immediate Action — *Excessive Delays*

5 4 3 2 1

b. If a student's problems are severe, are steps eliminated in order to expedite the process?

Adjustments As Necessary — *Rigid Adherence*

5 4 3 2 1

c. Are format or procedure changes made to meet student and teacher needs?

As Necessary — *Never*

5 4 3 2 1

d. Comments regarding the flexibility of the referral procedures:

____

____

____

____

____

APPENDIX C: The Teacher Support System Resource Guide

41

THE
SPECIAL EDUCATION
REFERENCE GUIDE

Monrovia Unified School District
122 Linwood Avenue
Monrovia, California 91016

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This Guide was developed as a part of a Special Studies Grant Project (Project No. 19-64790-81-3293-7100) through the California State Department of Education, Office of Special Education. The Handbook was developed for use in the Monrovia Unified School District; office state endorsement is not implied.

TEACHER SUPPORT SYSTEM RESOURCE GUIDE

I. "The Teacher Support System"
Procedures for
Referral, Intervention, Assessment, and Placement . . . . . I 1-38

II. Referral:
Initial Teacher Request for Assistance . . . . II 1

III. Intervention:
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VI. IEP Development . . . . VI 1-11

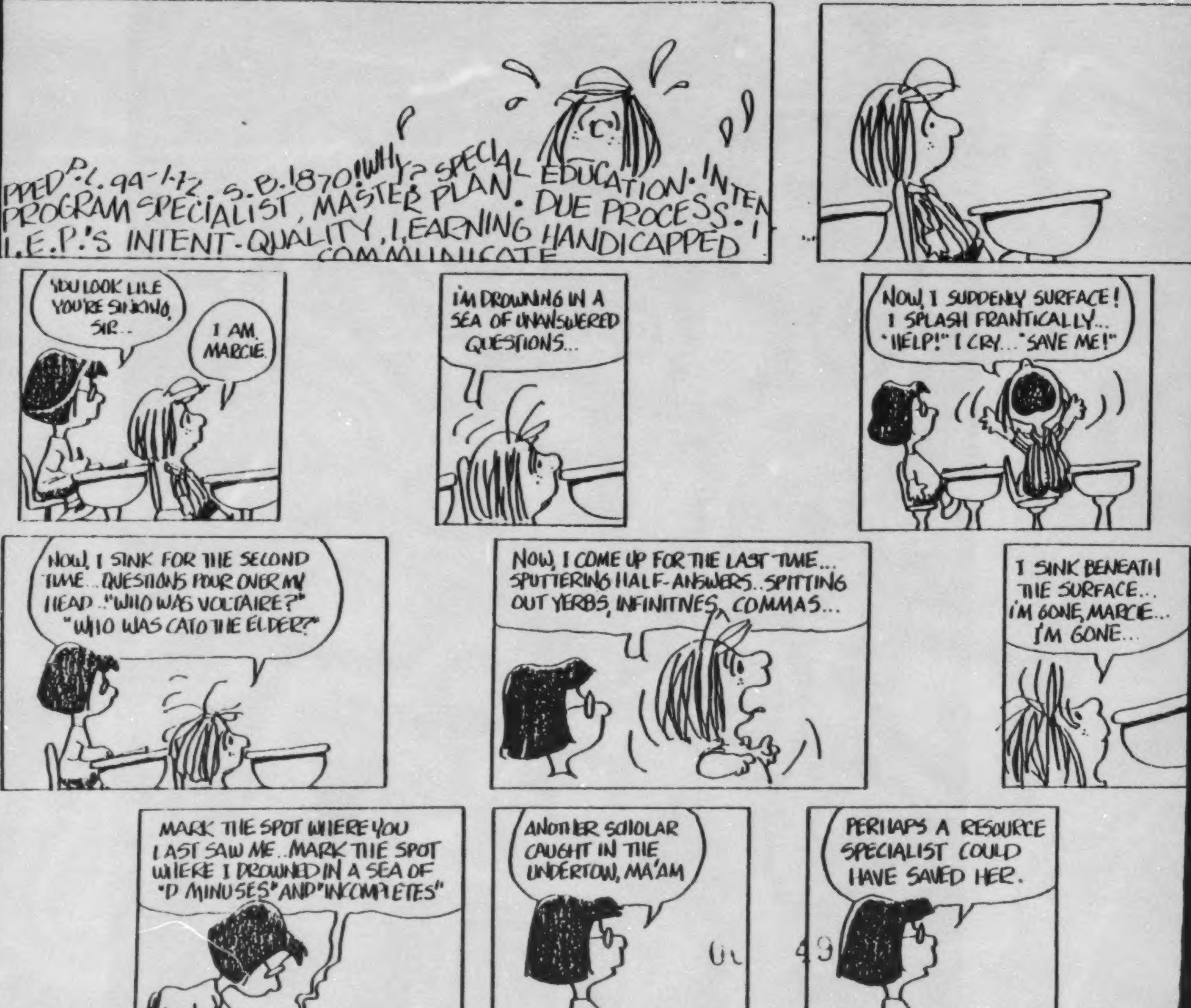
VII. Differential Proficiencies . . . . VII 1-15

VIII. District Office Monitoring Procedures . . . . .VIII 1-12

IX. Due Process . . . . IX 1-10

X. Inservice Guide . . . . X 1-8

I. "THE TEACHER SUPPORT SYSTEM"


PPED P.L. 94-1-42. S.B. 1870! WHY? SPECIAL EDUCATION. INTEN
PROGRAM SPECIALIST, MASTER PLAN. DUE PROCESS. I
I.E.P.'S INTENT-QUALITY, LEARNING HANDICAPPED
COMMUNICATE
YOU LOOK LIKE YOU'RE SINKING, SIR...
I AM, MARCIE.
I'M DROWNING IN A SEA OF UNANSWERED QUESTIONS...
NOW, I SUDDENLY SURFACE! I SPLASH FRANTICALLY... "HELP!" I CRY... "SAVE ME!"
NOW, I SINK FOR THE SECOND TIME... QUESTIONS POUR OVER MY HEAD..! "WHO WAS VOLTAIRE?" "WHO WAS CATO THE ELDER?"
NOW, I COME UP FOR THE LAST TIME... SPUTTERING HALF-ANSWERS... SPITTING OUT VERBS, INFINITIVES, COMMAS...
I SINK BENEATH THE SURFACE... I'M GONE, MARCIE... I'M GONE...
MARK THE SPOT WHERE YOU LAST SAW ME... MARK THE SPOT WHERE I DROWNED IN A SEA OF "D MINUSES" AND "INCOMPLETES"
ANOTHER SCHOLAR CAUGHT IN THE UNDERTOW, MA'AM
PERHAPS A RESOURCE SPECIALIST COULD HAVE SAVED HER.

The Teacher Support System

Introduction

TO THE TEACHER .....

You are the vital link between a child and his successful learning. If you observe a child struggling in school, then we, your support staff, are here to help.

The steps outlined in this handbook will lead you through a series of increasingly restrictive solutions to pupil problems. Our hope is that most problems can be addressed and resolved at an early stage, but we will work with you through each step as need dictates.

These are formal procedures. We want to remind you that your building administrators, counselors, specialists, special education teachers, and psychologists are available to talk to you about your concerns even before you might start through these formal steps. We invite and encourage you to discuss your concerns informally at any time.

WE'RE HERE TO SUPPORT YOU!

SUMMARY

of

THE TEACHER SUPPORT SYSTEM

Referral/Intervention/Assessment/Special Education Placement Procedures

Step I. Request for Consultation

Teacher completes the "Request for Consultation" section in the Consultation Log (MUSD 102).

Step II. Consultation with Administrator

Teacher consults with administrator. Administrator completes the "Consultation" section of the Consultation Log (MUSD 102) noting:

1. Recommendations to resolve problem, or
2. Request for a Child Study Team Review.

Step III. Request for Child Study Team Review

Teacher completes the first page of the "Request for Consultation with the Child Study Team & Meeting Report" form (MUSD 202-1)

Step IV. Child Study Team (CST) Meeting

"CST Meeting Report" form (MUSD 202-2) is completed, noting:

A. Initial Requests

  1. recommendations to solve problem, (modifications/ support help), or
  2. referral for Special Education Assessment.

B. Follow-ups - review results of previous recommendations and document on CST Meet. Report (MUSD 202-2), as necessary.

C. Update on referrals - Psychologist reports progress of previous referrals.

Step V. Referral for Special Education Assessment

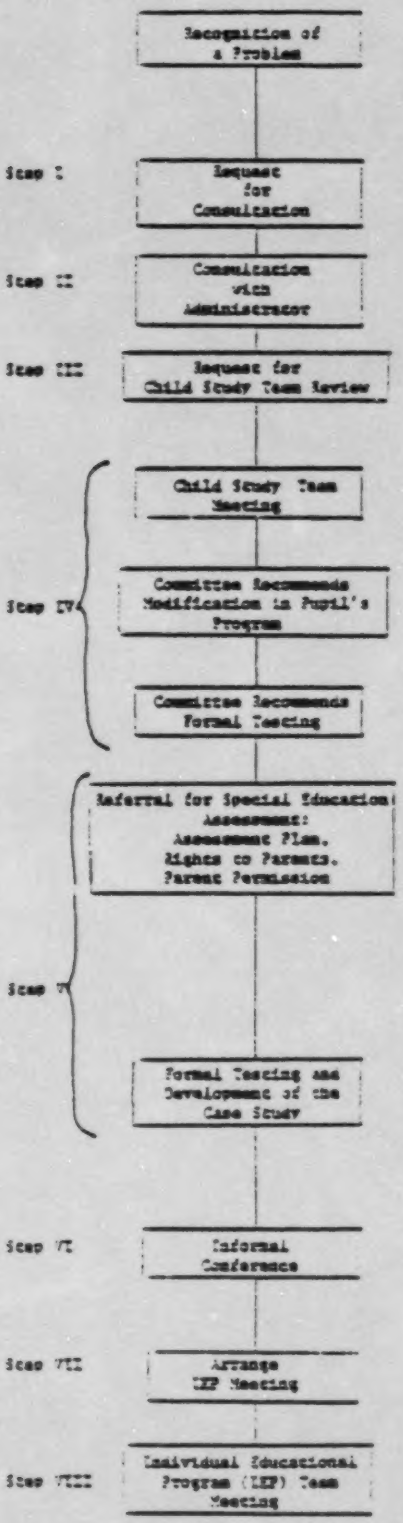
A. School Assessment Referral Log monitored by Psychologist (MUSD 562)
B. Parent Permission to assess obtained (MUSD 552)
C. Assessment completed.

Step VI. Informal conference - Student Appraisal Report completed by all persons involved in Assessment (MUSD 610)
Goals and objectives may also be written at this time.

Step VII. Arrange IEP Meeting

Step VIII. IEP Meeting

Flow Chart of the
Steps in the Identification and Referral Process


Recognition of a Problem
Step I
Request for Consultation
Step II
Consultation with Administrator
Step III
Request for Child Study Team Review
Step IV
Child Study Team Meeting
Committee Recommends Modification in Pupil's Program
Committee Recommends Formal Testing
Step V
Referral for Special Education Assessment: Assessment Plan, Rights to Parents, Parent Permission
Formal Testing and Development of the Case Study
Step VI
Informal Conference
Step VII
Arrange IEP Meeting
Step VIII
Individual Educational Program (IEP) Team Meeting

The teacher identifies the child as having a school-related problem or the parent indicated a problem. The teacher may consult informally with staff members at any time. The teacher then devises a plan for working with the pupil to help overcome the problem, or ...

The teacher formally requests help from the principal or other school support staff by entering the student's name in the Consultation Log.

The Teacher meets with the Principal, or appropriate designee, to discuss the problem and seek solutions. Suggestions are noted in the Communication Log or ...

A request is made for a review of the problem by the Child Study Team. The teacher completes the "Request for Consultation with the Child Study Team" form and submits it to the principal or designee.

The Child Study Team meets to review the pupil's case as summarized on the CST Request form and in other pertinent records.

The Committee makes suggestions to the teacher, principal or support staff regarding program changes which may be helpful and notes these on the Report of CST Meeting form, or ...

The Committee recommends formal testing and initiates the referral process and notes this on the Report of CST Meeting form.

Under the direction of the Psychologist, an assessment plan is developed and presented for parental approval. The program options are also explained. Written consent from the parent is a requisite for proceeding with the formal assessment. The notice to parents must explain all procedural safeguards, parents rights, the proposed assessment procedure, and any other information which is relevent. The notice must be in the native language of the parent — if feasible.

Testing as indicated by the child's individual problem is conducted (e.g. speech/language, achievement, intelligence) and all relevant information is collected. All areas of suspected disability should be assessed.

All persons involved in the assessment meet with the teacher and other appropriate staff members to complete the Student Appraisal Report. Goals and objectives may be prepared at this time, if they are carefully reviewed and revised as necessary, at the IEP meeting.

The Psychologist arranges a convenient date and time for an IEP Team Meeting. Written parental notification is sent.

The IEP Team (Administrator, teacher, parent and child—if appropriate, plus others—as appropriate) meet to discuss the assessment information, develop an IEP and recommend a special program — if needed.

School ____________________ **CONSULTATION LOG** Year 19 ____ - 19 ____

Request for Consultation (To be completed by teacher)	Consultation (To be completed by Administrator/designee)	Child Study Team Dates	
		Teacher Request form complete	Meeting Date
Student ____________ Grade ______ Teacher __________ Request date ______ Check one: Initial request __ follow-up __ Summary of concerns: ____________	Administrator ____________ Date ______ Recommendations (check one): __ Suggested modifications/support help __ Refer to Child Study Team		
Student ____________ Grade ______ Teacher __________ Request date ______ Check one: Initial request __ follow-up __ Summary of concerns: ____________	Administrator ____________ Date ______ Recommendations (check one): __ Suggested modification/support help __ Refer to Child Study Team		
Student ____________ Grade ______ Teacher __________ Request date ______ Check one: Initial request __ follow-up __ Summary of concerns: ____________	Administrator ____________ Date ______ Recommendation (check one): __ Suggested modification/support help __ Refer to Child Study Team		
Student ____________ Grade ______ Teacher __________ Request date ______ Check one: Initial request __ follow-up __ Summary of conerns: ____________	Administrator ____________ Date ______ Recommendation (check one): __ Suggested modification/support help __ Refer to Child Study Team		

THE TEACHER SUPPORT SYSTEM:

REFERRAL/INTERVENTION/ASSESSMENT/SPECIAL EDUCATION PLACEMENT PROCEDURES

STEPS	PERSON(S) REPONSIBLE
Step I. Request for Consultation The teacher (or other staff member making the request) completes the "Request for Consultation" section in the Consultation Log (MUSD 102)	Teacher (or other concerned staff member). Teacher completes log section for parent request.
Step II. Consultation with Administrator The Principal or designee meets with teacher to discuss concerns. The "Consultation" section is completed, noting: 1. Recommendations for solving the problem, or 2. A request for a Child Study Team Review.	Principal or Designee

MONROVIA UNIFIED SCHOOL DISTRICT
REQUEST FOR CONSULTATION
WITH CHILD STUDY TEAM
AND MEETING REPORT

I. INFORMATION FOR CHILD STUDY TEAM
(AVAILABLE FROM FAMILY CARD)

TEACHER(S)

SCHOOL | GRADE | ROOM

DATE OF CST MTG. | DATE OF REFERRAL TO SPECIAL ED. | DATE COMPLETED BY TEACHER

NAME OF PUPIL (LAST, FIRST, MIDDLE) | AGE | SEX | BIRTHDATE (MO. DAY. YR) | BIRTHPLACE (CITY, STATE)

ETHNIC | HOME TELEPHONE NUMBER | BUSINESS TELEPHONE NUMBER(S)

COMPLETE ADDRESS (NUMBER, STREET, CITY, STATE, ZIP CODE)

NAME OF FATHER | NAME OF MOTHER

CHILD LIVES WITH:
☐ MOTHER ONLY ☐ FATHER ONLY ☐ BOTH PARENTS ☐ MOTHER & STEPFATHER ☐ FATHER & STEPMOTHER ☐ FOSTER PARENTS ☐ OTHER (SPECIFY)

NUMBER OF: BROTHERS SISTERS

PRIMARY LANGUAGE: HOME PUPIL

1. DEFINE PROBLEM

2. ACHIEVEMENT LEVELS

GRADE EQUIVALENTS: READING ____________ SPELLING ____________ MATHEMATICS ____________

SPECIFIC ABILITIES OR DISABILITIES

3. GENERAL ADJUSTMENT TO CLASS

4. TECHNIQUES PREVIOUSLY EMPLOYED BY TEACHER TO HELP CHILD AND RESULTS

PLEASE CHECK SERVICES PUPIL CURRENTLY RECEIVES
☐ LANGUAGE/SPEECH SPECIALIST ☐ ADAPTIVE P.E. SPECIALIST ☐ READING SPECIALIST/LAB ☐ OTHER (SPECIFY)

5. PARENT CONFERENCE FACTS

A. HAS PARENT BEEN ADVISED OF THIS REFERRAL? ☐ YES ☐ NO

B. SUMMARIES OF PARENT CONFERENCES

6. RELEVANT COMMENTS TO CHILD STUDY TEAM

MUSD-202-1 (7/81)

DISTRIBUTION: 1 - School; 2 - Psychologist; 3 - Special Education File

STEPS	PERSON(S) RESPONSIBLE
Step III. Referral to Child Study Team	
The Principal gives the "Request for Consultation with the Child Study Team" form (MUSD 202-1) to the teacher to be completed and submitted to the principal.	Teacher completes form and submits to the principal (or designee). Principal (or designee) receives the form, marks the date in the Consultation log, and arranges the CST meeting.
At the High School level, the counselor sends "Pupil Data Sheets" to all teachers who work with the referred student. The teachers return the completed data sheets to the counselor, who summarizes the data onto the MUSD 202-1 form.	Counselor (High School level) sends Pupil Data Sheets to teachers. Teacher provide information requested on the Pupil Data Sheets. Counselor summarizes information on CST form.

REQUEST FOR CONSULTATION WITH CHILD STUDY TEAM AND MEETING REPORT

II. REPORT OF CHILD STUDY TEAM

DATE OF CONFERENCE

MEMBERS PRESENT

RECOMMENDATIONS/RATIONALE (check one and complete items)

1. ☐ CLASSROOM MODIFICATIONS/SUPPORT HELP (CONSULT HANDBOOK)

a. Check intervention strategies suggested by Child Study Team (CST)

CURRICULUM

- ☐ Adjust level of academic work
- ☐ Assign to different instructional group(s)
- ☐ Teaching to modality strengths
- ☐ Reading Specialist
- ☐ Remedial math
- ☐ E.S.L.
- ☐ Other ____________________
- ☐ Other ____________________
- ☐ Other ____________________

ENVIRONMENTAL

- ☐ Change teacher, class or grade
- ☐ Alter physical space in classroom
- ☐ Change school
- ☐ Other ____________________

SUPPORT HELP

- ☐ Parent assistance (conference)
- ☐ Arrange for tutoring (cross-age)
- ☐ Counseling
- ☐ School Counselor
- ☐ School Nurse
- ☐ Community Agencies/Services
- ☐ School Psychologist
- ☐ Welfare and Attendance Facilitator
- ☐ Other ____________________

BEHAVIORAL

- ☐ Behavior intervention system
- ☐ Other ____________________
- ☐ Other ____________________
- ☐ Other ____________________

b. Follow-up action: ____________________

2. ☐ REFER FOR SPECIAL EDUCATION ASSESSMENT (date ____________________)

a. The Child Study Team affirms that appropriate intervention/modification techniques have been implemented and the suspected handicapping condition(s) indicate(s) a need for further Special Education assessment services ☐ yes ☐ no

b. Summary and evaluation of intervention strategies/modification techniques. Be specific. ____________________

c. Suspected handicapping condition(s) that indicate(s) reason(s) for referral for Special Education assessment services. ____________________

DISTRIBUTION: 1 - School; 2 - Psychologist; 3 - Special Education File

STEPS	PERSON(S) RESPONSIBLE
Step IV. Child Study Team (CST) Meeting	
A. Initial Requests The meeting chairperson completes the Report of Child Study Team Meeting form (MUSD 202-2) by checking and completing either: Section 1. Noting recommendation(s) to ameliorate the problem through classroom modifications or support help (part a) and specific follow-up action (part b). Section 2. Noting the recommendation for Special Education Assessment. (Complete parts a, b, and c.) Copies of 202-1 and 202-2 are filed as noted on the form. The third copy may be shared with the parent or teacher, as most appropriate.	Chairperson: Principal (or Assistant Principal at Secondary Level) Team Members: Teacher, RSP teacher, Psychologist, Counselor (at Secondary Level), as appropriate. Parent (as appropriate or if original referral made by parent) As appropriate: Nurse, pupil, Language/Speech Specialist, Adapted P.E. Specialist, Reading Specialist, etc.
B. Follow-ups Report results of interventions recommended at previous Child Study Team meetings. The chairperson completes a new Report of Child Study Team (MUSD 202-2) only as necessary	Chairperson
C. Updates on Special Education Referrals The Psychologist reports the progress of assessment/placement procedures on former referrals. (This information is also posted in the School Assessment Log).	Psychologist
D. DOCUMENTATION The chairperson marks the date of the meeting in the Consultation Log (MUSD 102). If a referral for assessment is made, the pupil's name is then entered into the School Assessment Referral Log (MUSD 562)	Chairperson

PLEASE SIGN AND RETURN WHITE COPY TO SCHOOL

MONROVIA UNIFIED SCHOOL DISTRICT

NOTICE OF REFERRAL AND ASSESSMENT PLAN

NAME OF STUDENT	BIRTHDATE	SCHOOL	DATE

Dear Parent:

Your son/daughter has been referred as a student who may have special needs and qualify for supplementary special education services. The Monrovia Unified School District has educational specialists available to offer a variety of special education services which are described on the reverse side of this form. The areas of concern which prompted this referral are marked below in the assessment plan.

In order to determine need for services, it is necessary to conduct an assessment. An assessment plan with a request for your consent to assess is shown below.

The purpose of this assessment is to determine individual education needs. Assessment in areas checked below will be conducted by appropriately qualified staff and, when appropriate, use a suitable interpretor or pre-recorded tests in the individual's primary language. The assessment may include student observation in a group setting and/or interview with you, plus a review of any reports you have authorized or that already exist in the current school records.

_______ *ACADEMIC/PREACADEMIC ACHIEVEMENT*

These tests measure current reading, spelling and arithmetic skills or skills such as matching or sorting. Tests may include, but are not limited to: Peabody Individual Achievement Test, Key Math Diagnostic Test, Speche Diagnostic Reading Scales, Developmental Scales, Wide Range Achievement Test, Woodcock Johnson, Brigance Inventory of Basic Skills. Other _______________

_______ *SOCIAL/EMOTIONAL/ADAPTIVE BEHAVIOR*

These scales of development help to tell what an individual can do for himself and how he gets along with other people. They may include, but are not limited to: Adaptive Behavior Scale, Vineland Test of Social Maturity, Preschool Attainment Record, Burke's Behavior Rating Scale, Draw-A-Person, Draw-A-Family, and House-Tree-Person. Other _______________

_______ *PSYCHO-MOTOR DEVELOPMENT*

Tests in this area measure how well an individual coordinates body movements in both small and large muscle activities. They may also measure visual perceptual skills. Assessment tools may include, but are not limited to: Developmental Test of Visual Perception, Bender-Gestalt Visual Motor Integration Test, Denver Developmental Scale, Wepman Auditory Tests, and the Riley Motor Problems Inventory. Other _______________

_______ *LANGUAGE/SPEECH/COMMUNICATION DEVELOPMENT*

These tests measure the individual's ability to understand, relate to and use language and speech clearly and appropriately. They may include, but are not limited to: Illinois Test of Psycholinguistic Ability, Peabody Picture Vocabulary Test, Toronto and Northwestern Syntax Screening Tests, Language Samples, Fisher Logemann Articulation Test, Language Developmental Scales, Detroit Test of Learning Aptitude, Ber-Sil Spanish Test, Test for Auditory Comprehension of Language, Utah Test of Language Development, and Goldman Fristoe Test of Articulation. Other _______________

_______ *INTELLECTUAL DEVELOPMENT*

These tests measure how well an individual remembers what he has seen and heard around him, how well he can use that information and how he solves problems. They also reflect learning rate and assist in predicting how well he/she will do in school. Verbal and performance tests are used, as are appropriate. Test may include, but are not limited to: Cattell Intelligence Scale, Stanford Binet Intelligence Scale, Wechsler Tests of Intelligence, Leiter International Performance Scale, Merrill-Palmer Scale, and the Slosson Intelligence Test. Other _______________

_______ *OTHER (PLEASE SPECIFY)*

(Such as Vocational, Medical, Audiological or special provision for non-English or limited-English speaking students.)

____

The following professional(s) will be involved in the individual assessment as indicated above:
1. Adapted Physical Education Teacher; 2. Counselor; 3. School Nurse; 4. Program Specialist; 5. School Psychologist; 6. Language/Speech Specialist; 7. Teacher; 8. Other

If you would like specific information about any or all of the above tests or procedures, please feel free to contact the Principal, Psychologist, or Resource Specialist at your school. Please see the reverse side of this form for your rights as a parent.

The results of the assessment will be shared with you at an Individual Education Program Meeting. The primary purpose of these meetings is to plan cooperatively with parents in order to find ways to better help students. NO CHANGE in instruction will result from this meeting without your written consent.

PARENTAL CONSENT FOR PUPIL ASSESSMENT

If student speaks other than English at home, please indicate language _______________.

I authorize the use of a suitable interpreter or pre-recorded tests in individual's primary language as appropriate.

I have received this Notice of Intent to conduct pupil assessment and proposed Assessment Plan, *and understand its purpose.*

Signature below indicates my decision.

YES, *I give permission to conduct the assessment described.*

Signature of Parent/Legal Guardian/Adult Pupil/Person Acting as Parent (Specify) _______________ Date _______

NO, *permission is denied.*

Signature of Parent/Legal Guardian/Adult Pupil/Person Acting as Parent (Specify) _______________ Date _______

FOR OFFICE USE ONLY
DATE RECEIVED AT SCHOOL

PLEASE SIGN AND RETURN WHITE COPY TO SCHOOL WITHIN 15 DAYS

MUSD-662 (7/81)

DISTRIBUTION: 1 - School; 2 - Parent; 3 - School (Temporary Copy)

STEPS	PERSON(S) RESPONSIBLE
Step V. Referral for Special Education Services	
A. School Assessment Referral Log The psychologist monitors the pupil data and dates in the school assessment referral log.	Psychologist
B. Parent Notification/Permission to Assess	
1. The psychologist arranges a Parent Conference whenever possible to discuss assessment plans and parents rights. Use Assessment Plan (MUSD 552)	1. The Psychologist completes the assessment plan and arranges the conference to include the Parent, teacher, and Psychologist. The psychologist also contacts other specialists who may be needed for evaluations or services.
2. If the parent conference cannot be arranged, the psychologist phones, if possible, and then mails the Assessment plan to the parent.	2. The psychologist completes the assessment plan. The principal and psychologist arrange with school secretary to mail assessment plans to the parents (with a return envelope). The psychologist follows through on unreturned assessment papers. The psychologist notes all conference, phone conferences and consent dates in the School Assessment Referral Log.
C. Assessment After the parent signature for assessment is obtained, assessments are completed by all persons involved.	Psychologist, Specialist(s) as noted on the Assessment Plan.

MONROVIA UNIFIED SCHOOL DISTRICT

STUDENT APPRAISAL REPORT

ASSESSMENT AND OBSERVATION DATA FOR SUMMARIZING PRESENT LEVELS OF PERFORMANCE

TO BE ATTACHED TO THE IEP

NAME OF STUDENT	BIRTHDATE	GRADE	DATE
PERSON(S) COMPLETING THIS REPORT			

AREA	PRESENT FUNCTIONING LEVELS				
	HOW VERIFIED			SUMMARY AND COMMENTS	
	TEST/SCORES (SPECIFY)	INFORMAL EVALUATION/ SCORES	OBSERVATION	STRENGTHS/MASTERY AREAS	WEAKNESSES/CONCERNS
I. ACADEMIC FUNCTIONING					
READING					
Decoding (word recognition, word analysis, etc.)					
Comprehension					
Fluency					
MATH					
Concepts (numbers, measures, time, calendar, etc.)					
Operations (calculations, etc.)					
Application (word problems, bank books, etc.)					
WRITTEN LANGUAGE					
Grammar (capitalization, punctuation, parts of speech)					
Expression (sentences, paragraphs, themes, etc.)					
Spelling (word memory, phonetic analysis, usage, etc.)					

MUSD 610.1 (7/81)

STEPS	PERSON(S) RESPONSIBLE
Step VI. Informal Conference	
A. The psychologist arranges for an informal discussion of results with teacher, Specialist(s), Principal, Special Education teacher, Counselor, etc., as appropriate.	Psychologist/Specialist(s) involved in assessment and referring teacher, if appropriate.
B. The Student Appraisal Form (MUSD 610, pages 1,2, & 3) is completed. Members agree tentative placement recommendations: a. Regular Program b. DIS c. RSP d. SDC, or e. Outside referral	
C. Page 2 of the IEP (MUSD 660-2) Tentative proposals for Target Behaviors, Goals & Objectives may be written on Page 2 of the IEP at the informal conference. This is especially advisable if time restraints are placed on the IEP Team Meeting or if it seems necessary for parental understanding. All goals and objectives must be reviewed at the IEP meeting and modified as suggested by IEP Team Members.	

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RSP
Student Appraisal Report

Student ______________________________ **MONROVIA UNIFIED SCHOOL DISTRICT** Page 2 of 3

STUDENT APPRAISAL REPORT

AREA	PRESENT FUNCTIONING LEVELS				
	HOW VERIFIED			SUMMARY AND COMMENTS	
	TEST/SCORES (SPECIFY)	INFORMAL EVALUATION/ SCORES	OBSERVATION	STRENGTHS/MASTERY AREAS	WEAKNESSES/CONCERNS
II. LANGUAGE/ COMMUNICATIONS Expressive Receptive Grammar Articulation					
III. SOCIAL/BEHAVIOR/ EMOTIONAL Peer/adult relationships Group interaction skills Study skills (task, completion, attention span, listening, etc.) Self responsibility (honesty, etc.) Self confidence Impulse Control Appropriateness of reactions					
IV. PSYCHOMOTOR Fine motor Gross motor Visual motor					
V. VOCATIONAL/SELF-HELP Responsible behaviors (dependability, independence, etc.) Vocational skills Career awareness Attendance Knowledge of environment					

MUSD 610 2 (7/81)

Student ______________________

MONROVIA UNIFIED SCHOOL DISTRICT

Page 3 of 3

STUDENT APPRAISAL REPORT

AREA	PRESENT FUNCTIONING LEVELS				
	HOW VERIFIED			SUMMARY AND COMMENTS	
	TEST/SCORES (SPECIFY)	INFORMAL EVALUATION/ SCORES	OBSERVATION	STRENGTHS/MASTERY AREAS	WEAKNESSES/CONCERNS
VI. HEALTH/HYGIENE Grooming Vision Hearing Other medical (specify) ______________					
VII. COGNITIVE Overall functioning level Memory Modality (visual, auditory) Other (specify) ______________					

ADDITIONAL COMMENTS FROM PARENT(S) AND OTHER IEP TEAM MEMBERS

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MUSD 610 3 (7/81)

Name of Student ______________________________ Date ______________

Page 2
(Use insert sheet(s)
as needed)

TARGET BEHAVIORS (please be specific)	ANNUAL GOALS AND SHORT TERM OBJECTIVES (Based on needs identified on Page 1, Section C)	MEASURED BY				PROJECTED DATE OF ACCOMPLISHMENT	EVALUATION	
		OBSERVATION	PRE/POST TEST	WORK SAMPLE	OTHER		DATE OBJECTIVE MET	IN PROGRESS
	GOAL: TO IMPROVE IN ______________________ OBJECTIVE(S): THE ABOVE STUDENT WILL: IMPLEMENTED BY: ______________________							
	GOAL: TO IMPROVE IN ______________________ OBJECTIVE(S): THE ABOVE STUDENT WILL: IMPLEMENTED BY: ______________________							

MUSD 660 1 (7/81)

GOAL: TO IMPROVE IN ______

OBJECTIVE(S): THE ABOVE STUDENT WILL:

IMPLEMENTED BY: ______

GOAL: TO IMPROVE IN ______

OBJECTIVE(S): THE ABOVE STUDENT WILL:

IMPLEMENTED BY: ______

GOAL: TO IMPROVE IN ______

OBJECTIVE(S): THE ABOVE STUDENT WILL:

IMPLEMENTED BY: ______

MUSD 660 2 (7/81)

MONROVIA UNIFIED SCHOOL DISTRICT
INDIVIDUALIZED EDUCATION PROGRAM MEETING INVITATION
(FOR IEP DEVELOPMENT OR REVIEW)

Date ______________________

Dear ____

As part of our continuing efforts to keep you informed regarding your child's progress and placement, an Individualized Education Program (IEP) Team meeting has been scheduled for ____________ (DATE) at ____________ (TIME) to discuss special education needs for ____________________________ (PUPIL NAME)

This team will include:

☐ Administrator/Designee	☐ Program Specialist/District Representative
☐ Resource Specialist	☐ Language/Speech Specialist
☐ Teacher(s) – Regular	☐ Physical Education Specialist
☐ Teacher – Special Education	☐ Counselor
☐ School Psychologist	☐ Other (specify)

No one else will participate in planning without your permission.

We would like you to assist us in planning and would like to schedule meetings at a mutually convenient time. You may bring someone such as a social worker, teacher or friend with you. If you need an interpreter, you may bring one with you or we will provide one if you telephone and let us know.

The specific purposes of the meeting are to discuss or review the pupil's eligibility for special education and/or services and to discuss appropriate educational placements. If eligible for special education, an Individualized Education Program will be developed (or reviewed for continuing pupils).

The meeting will be held at: ____________________________
SCHOOL OR PLACE OF MEETING

Sincerely,

____
ADDRESS

____
SIGNATURE AND TITLE

____
TELEPHONE NUMBER

PLEASE CHECK APPLICABLE ITEMS BELOW AND RETURN WHITE COPY OF THIS FORM AS SOON AS POSSIBLE

1. ☐ *I plan to attend the IEP meeting as scheduled above; however you may proceed without me if I am unable to attend. I understand that the results of the meeting will be sent to me. No initial placement or service will begin without written informed consent.*
2. ☐ *I will not be attending the IEP meeting but you may proceed without me. I understand that the results of the meeting will be sent to me. No initial placement or service will begin without my written informed consent.*
3. ☐ *I would like to attend the meeting but cannot come at the time scheduled and will call you within one week to arrange an appointment.*
4. ☐ *I intend to be at the meeting. If I am not there, please do not proceed without me.*
5. ☐ *I withdraw permission for consideration of special education services.*
6. ☐ *I need an interpreter who speaks (specify language)* ____________________________

DISTRIBUTION: Signature of Parent ____________________________

MUSD-620 (7/81) DISTRIBUTION: 1 - School; 2 - Parent; 3 - School (Temporary)

STEPS	PERSON(S) RESPONSIBLE
Step VII. Arrange IEP Meeting	
A. SDC Placement or Outside Referral (Tenative Recommendation)	
1. The Psychologist arranges an IEP time/date with Pupil Services Administrator.	1. Psychologist
2. The Psychologist arranges a meeting time with principal, teacher, receiving principal, etc., as appropriate.	2. Psychologist
3. The Psychologist arranges to have the parent contacted by phone, or to have the school community liason sent to home to confirm meeting date/time.	3. Psychologist and school secretary.
4. Letter sent to parent confirming IEP meeting (MUSD 620).	4. School Secretary
5. Note sent to each IEP Team member to confirm meeting time, date and location.	5. School Secretary
6. All contacts logged in Assessment Log (MUSD 562).	6. Psychologist
B. RSP or Regular Program (Tentative Recommendation)	
1. The Psychologist arranges an IEP meeting, time/date with principal, RSP teacher, teacher, etc., as appropriate.	1. Psychologist
2. The Psychologist arranges to have the parent contacted by phone or to have the school community liason sent to home to confirm meeting date/time.	2. Psychologist and school secretary.
3. Letter sent to parent confirming date, place, time of IEP meeting. (MUSD 620)	3. School Secretary
4. Note sent to each IEP Team member to confirm meeting time, date, and location.	4. School Secretary
5. All contacts logged in Assessment Log (MUSD 562).	5. Psychologist

SCHOOL ASSESSMENT REFERRAL LOG

SCHOOL ______________________

Year: 19 _____ to 19 _____

Student Name	Grade	Teacher	Referral Date (CST)	Teachers Data Forms (Secondary Only)		ASSESSMENT PLAN			Informal Conference (Student Appraisal Report)	Parent(s) Contact for IEP meeting		IEP Date	Parent Signature Date
						Parent Notification		Returned to School					
				Gvn.	Recv.	Written	Phone			Phone	Written		

DEADLINES: 15 school days | 15 school days | 50 calendar days

MUSD 562 (7/81)

STEPS	PERSON(S) REPONSIBLE
Step VIII. IEP Meeting	
A. Agenda: 1. Introductions 2. Purpose of Meeting 3. Review Parents Rights 4. Review present levels of performance in these areas as summarized on the Student Appraisal Form (MUSD 610, 1,2,3): a. academics b. language/communication c. social/behavioral/emotional d. vocational/self-help e. health/hygiene f. psychomotor g. intellectual (strengths and weaknesses) 5. Determine eligibility for special education 6. Write or review target behaviors/goals/objectives 7. Determine placement (Section E) 8. Determine proficiency standards needs (Section F) 9. Obtain signatures	Required membership: Administrator or designee, teacher, and parent As appropriate: Psychologist, counselor, special education teachers, regular teachers, Language/Speech specialists, Adapted Physical Education specialist, nurse, translator, support staff, etc.
B. Record Keeping	
1. The Psychologist takes/mails the original copy of the IEP to Pupil Services. The "IEP Meeting Information" box on the outside of the IEP form is completed by the Psychologist.	1. Psychologist
2. The Special Education teacher keeps a copy of the IEP.	2. Special Education Teacher
3. Psychologist completes documentation in the School Assessment Log (MUSD 562).	3. Psychologist

Date of Meeting: ____________

Monrovia Unified School District

INDIVIDUALIZED EDUCATION PROGRAM

☐ *Initial*

☐ *Review*

A. STUDENT IDENTIFICATION

Primary Language: Home ________ Pupil ________ Ethnic ________

Student ________ Birthdate ________ Age ___ Sex ___ Present Grade ___ School ________ Home School ________

Parent ________ Address ________ Home Phone ________ Work Phone ________

B. PARENT/GUARDIAN ATTENDANCE

☐ Present ☐ Not Present

Comments (if applicable): ________

Permission granted to proceed without parent attendance: ☐ Yes ☐ No Rescheduled once: *(Previous date)* ________ ________

Parent will be advised of Committee decisions no later than:

Date(s): ________ ________ ________

by: (Name) ________

Date(s) Parents contacted for signature: ________ ________ ________

☐ *Signature in "G" below.* ☐ *Signature on Form 510, attached.*

C. CURRENT LEVELS OF PERFORMANCE *(See attached Student Appraisal Report.)*

PRIORITIZED LEARNING NEEDS: P = Previous IEP needs C = Current IEP needs

☐ ACADEMIC
- ___ Reading
  - __ *Decoding skills*
  - __ *Comprehension*
- ___ Math
  - __ *Concepts*
  - __ *Computation*
  - __ *Application*
- ___ Written Language
  - __ *Grammar*
  - __ *Expression*
  - __ *Spelling*

☐ PSYCHOMOTOR
- ___ Fine motor
- ___ Gross motor
- ___ Visual motor

☐ LANGUAGE
- ___ Expressive
- ___ Receptive
- ___ Syntax
- ___ Articulation
- ___ Voice
- ___ Fluency
- ___ Memory

☐ HEALTH/HYGIENE
- ___ Grooming
- ___ Vision
- ___ Hearing
- ___ Other Medical

____ ________ *(specify)*

☐ SOCIAL/BEHAVIORAL/EMOTIONAL
- ___ Peer/Adult relationships
- ___ Group interaction skills
- ___ Study Skills *(task completion, attention span, listening)*
- ___ Self-responsibility
- ___ Self-confidence
- ___ Self-concept
- ___ Impulse control
- ___ Other: ________

☐ VOCATIONAL/SELF-HELP
- ___ Responsible behaviors
- ___ Vocational/career *(Required: secondary)*
- ___ Attendance
- ___ Knowledge of environment *(address, phone, etc.)*

D. ELIGIBILITY AS AN INDIVIDUAL WITH EXCEPTIONAL NEEDS

___ Does not meet eligibility criteria for handicaps considered.

___ Specific eligibility undetermined; recommend: ________

___ Meets eligibility criteria as indicated: ☐ Learning Disability ☐ Developmental Learning Delay ☐ Emotional Interference ☐ Other: *(specify)* ________

NOTE: *PLEASE COMPLETE PAGE 3 Before Completing the Remainder of This Page.*

E. [illegible]GRAM AND SERVICES (Placement)

☐ Regular Class ____________________

☐ Resource Specialist Program: *Hrs.* ____ *Site* __________
- 1st subject: __________ __________
- 2nd subject: __________ __________
- 3rd subject: __________ __________

☐ Special Class ______________ *Site* __________
__ Special class, extended year, summer, 19____

☐ Other *(Specify)*: ____________________
____

☐ Related Services/Designated Instruction Services
(Report and IEP must be attached.)

	Hours per Week
___ Language/Speech	______
___ Supplemental Instruction and Services	______
___ Other *(Specify)* ______________	______

☐ Physical Education

	Hours per Week
___ Regular ___ Modified	______
___ Adaptive	______

Extent of time in regular program: *(Identify activities/classes)* ____________________
____

Service begins: __________ Review Date: __________ Projected Duration of Services: __________

Rationale for least restrictive environment: ____________________
____

Exceptions to service dates and/or special arrangements: ____________________
____

F. PROFICIENCY REQUIREMENTS *(in addition to completing District course requirements)*

☐ Can meet regular proficiency standards in: ___ Reading ___ Math ___ Written language

☐ Modifications in test format/procedures required *(Specify)*: ____________________

☐ Differential Standards *may* be needed in: ___ Reading ___ Math ___ Written Language

☐ Differential Standards *are* needed in: ___ Reading ___ Math ___ Written Language
___ To be developed at later date. ___ Attached ___ Specified in Goals/Objectives
___ Other: ____________________

G. PARENT AGREEMENT/AFFIRMATION/REQUESTS

I agree or disagree with decisions in each of the following areas:	*(Please initial)* *AGREE*	*DISAGREE*
a. Assessment *(Student Appraisal Report)*	____	____
b. Current Needs *(Section C)*	____	____
c. Eligibility *(Section D)*	____	____
d. Goals & Objectives *(Pg.2-Implementation of IEP)*	____	____
e. Placement *(Section E)*	____	____

☐ I affirm that I have received a copy of the *PARENT RIGHTS AND APPEAL PROCEDURES.*

☐ I request a review of the areas in which I disagree.

☐ I request that my child be in a Regular Program with *no* Special Education Services.

______________________ / __________
PARENT SIGNATURE *DATE*

H. COMMITTEE SIGNATURES *(Indicates Agreement with IEP)*

	Signature/Date		Signature/Date
		Counselor	______ / ______
Teacher	______ / ______	Principal/Designee	______ / ______
Specialist	______ / ______	Other	______ / ______
Spec. Ed. Teacher	______ / ______	Other	______ / ______
Psychologist	______ / ______	Other	______ / ______

MUSD 6[illegible]0 (7-81)

IEP MEETING INFORMATION

(CAUTION: WRITE ON WHITE COPY ONLY)

IEP MEETING DATE

NEXT IEP REVIEW DATE

TRIENNIAL EVALUATION DUE

ADDITIONAL COPIES OF IEP NEEDED FOR

1.
2.
3.
4.
5.

FOR PUPIL SERVICES OFFICE:

☐ Placement
☐ Objectives
☐ Objective dates
☐ Career Vocational

☐ Proficiency Requirements
☐ Parent Signature
☐ Documentation of Parent Contacts *(if not present at IEP)*
☐ Assessment Plan

☐ Student Appraisal Report
☐ DIS Reports *(as applicable)*
  ☐ *Speech and Language*
  ☐ *Adaptive Physical Education*

DUE PROCESS AND APPEAL PROCEDURES

DUE PROCESS PROCEDURES

The PARENT or the SCHOOL DISTRICT may initiate the due process hearing procedures whenever there is a proposal or refusal to initiate or change the identification, assessment, or educational placement of the child, or whenever the provision of a free, appropriate public education is questioned.

The party initiates a due process hearing by filing a written request with the State Superintendent of Public Instruction, Sacramento, California, and provides the other party with a copy of the request at the same time. The State Superintendent shall take steps to ensure that the mediation conference, hearing and final administrative decision are completed within 45 days after the receipt of the written request.

The following alternatives and procedures are available:

An INFORMAL CONFERENCE allows the district and parent to meet informally prior to mediation conference, examine and receive copies of any documents contained in the child's file, and resolve any issue(s) to the satisfaction of both parties.

A MEDIATION CONFERENCE is arranged by the State Superintendent of Public Instruction or designee who shall notify both parties in writing of the proposed date for mediation conference, their rights relating to procedural safeguards, and their rights to waive the mediation conference. Within the next three (3) days the school district has a responsibility to advise the parent of free or low cost legal services and other relevant services available within the geographical area. The conference is to be completed within 15 days after the State Department receives the request for the hearing. At that time a final administration decision is rendered, unless a continuance has been granted. A continuance shall be granted upon showing good cause and shall not extend the 45 day maximum for completion of the due process hearing and the rendering of a final administrative decision, unless the party initiating the request for hearing is agreeable to such an extension.

THE DUE PROCESS HEARING

If the mediation conference fails to resolve the issues to the satisfaction of both parties, the mediator shall list any unresolved issues. These issues shall be the basis for the State level hearing. All requests for a due process hearing shall be filed with the State Superintendent of Public Instruction. Either party to the hearing may request the State Superintendent or designee to grant a continuance. Any continuance shall extend the time for rendering a final decision for a period only equal to the length of the continuance. The due process hearing shall be the final administrative determination and binding to all parties. Either party may exercise the right to appeal the decision to a court of competent jurisdiction.

The above is a summary of the due process to protect parent(s) and pupil rights under the law. For further details, please consult the District Pupil Services Office or Wilson Riles, Superintendent of Public Instruction, Department of Education; State of California; 721 Capitol Mall; Sacramento, California, 95814.

PROGRAMS AND SERVICES AVAILABLE FOR HANDICAPPED STUDENTS IN MONROVIA UNIFIED SCHOOL DISTRICT

REGULAR CLASS PLACEMENT: The pupil remains in the regular class. Special material or equipment, consultation or assistance are provided to the teacher.
DESIGNATED INSTRUCTION AND SERVICES: The pupil is enrolled in the Regular School Program and receives special support which may include such services as adaptive physical education, speech or language therapy, small group tutoring, etc. A pupil may also be enrolled in the Resource Specialist Program or in a Special Day class and receive these services.
RESOURCE SPECIALIST PROGRAM: A pupil is enrolled in the Regular School Program for the majority of the school day and receives assistance from a Resource Specialist.
SPECIAL DAY CLASS: The pupil is enrolled in a Special Day Class for the majority of the school day and receives instructional emphasis for his/her special needs. The pupil may also spend some time in regular school programs. (The Special Day Class may be at the student's home school or may be at another school in the community.)

SPECIAL EDUCATION PARENT RIGHTS AND RESPONSIBILITIES

PARENTS HAVE A RIGHT TO:

A. Request assessment after resources of the regular program have been considered and used.
B. Approve their child's assessment plan and attend/assist in/be represented at the placement, planning and review conferences. Prior written notice of such meetings will be given. The pupil may participate as appropriate.
C. Request a meeting to initiate or review an educational plan for a pupil. Such plans will be reviewed at least annually.
D. Appeal decisions regarding identification, assessment and placement. (Complete Appeal Procedures are available upon request.)
E. Review student records with appropriate interpretation. Copies of student records may be requested and will be provided for a nominal fee within five days of the request.
F. Challenge content of the student record if thought to be inaccurate or inappropriate. Records may be changed if the parent and school agree to do so. An appeals process may be used if necessary. (Complete Appeal Procedures are available upon request.)
G. Obtain independent assessments if they do not agree with district assessments. Findings will be considered in any educational planning that is done for the individual. Independent assessments must be done by appropriately licensed or credentialed professionals not employed by the school district. Under certain circumstances, independent assessments may be at no cost to the parents.
H. Have the student placed, to the maximum extent appropriate, with students in regular education. Individuals may be placed in a separate setting only when placement in a regular class cannot be achieved satisfactorily.
I. Request non-public school placement or services for their student at no cost to the parent, IF AN APPROPRIATE PUBLIC SCHOOL PROGRAM IS NOT AVAILABLE.
J. Be informed of procedural safeguards and rights of appeal in language easily understood by the general public and in the parents' primary language.

PARENT INFORMED CONSENTS ARE REQUIRED FOR:

A. Student assessments such as psychological, audiological and language/speech, upon which special education placement decisions are made. Assessments will be free of racial or cultural bias. Procedures, tests and results of assessments will be explained. Reassessment will occur at least once each three years.
B. Placement in a special education program. Consent for assessment and placement is voluntary and may be revoked by the parent at any time.
C. Implementation of the Individualized Education Program (IEP). An IEP shall be developed within 50 days, not counting days in July and August, from the date of receipt of the parent's written consent for assessment, unless the parent agrees in writing to an extension. An IEP shall be developed within 30 days after the commencement of the subsequent regular school year for each pupil for whom a referral has been made 20 days or less prior to the end of the regular school year.

PARENTS SHOULD KNOW THAT:

A. All handicapped children have the right to a free and appropriate public education (FAPE).
B. On going evaluations of student progress will be conducted.
C. Special education records are kept confidential. Access is limited to certificated school staff members who provide services to the student or others as authorized in writing by the parent.
D. School districts are legally required to release information concerning students in special education programs to the California State Department of Education and other educational agencies.
E. When a student moves to a new school district, records will be forwarded upon that district's request.
F. When a student reaches adult status, he/she assumes rights of consent and access to records. Sixteen year old students have the right to review their records.
G. Parents are required to inform the school of any medication the student is taking regularly. Forms will be provided for this purpose.
H. If parents believe that the school district is not in compliance with federal or state law or regulation, they may file a complaint with the State Superintendent of Public Instruction, Department of Education, 721 Capitol Mall, Sacramento, California, 95814. Contact the School District for Compliance procedures.
I. Copies of policies, regulations and procedures related to appeals are available for inspection in the District Pupil Services office.

MONROVIA UNIFIED SCHOOL DISTRICT

COVER LETTER TO PARENTS FOLLOWING PLANNING CONFERENCE/ PERMISSION FOR PLACEMENT/SERVICES

Date ____________________

Dear ____

Attached is the Individualized Education Program (IEP) for ________________________________. We would like to have your input in pupil planning. If you have any questions or concerns about this plan, please call me. Our staff would be pleased to meet with you.

If you agree to the educational placement/services as presented, please sign and return this letter. Initial services cannot begin until we receive your signed approval.

☐ 1. The enclosed program contains information regarding lack of need/eligibility for service or a current special education service which is no longer needed for your son/daughter.

☐ 2. The enclosed program is a review and continuation of present service.

☐ 3. The enclosed program contains recommended services/placement not previously provided to your son/daughter.

You will find a summary of your Parent Rights, Due Process Procedures, Appeal Procedures, and Special Education Services printed on the reverse side of the IEP form. The law requires us to share this information with you at least once a year.

Please do not hesitate to call if you have any questions regarding this letter or any of the enclosed materials.

Sincerely,

SIGNATURE	TITLE
SCHOOL	TELEPHONE NUMBER
ADDRESS	

Enclosures

- -

I hereby give my permission for placement/services as specified on the Individualized Education Program.

SIGNATURE OF PARENT/GUARDIAN	DATE SIGNED

DISTRIBUTION: 1 - School; 2 - Parent; 3 - School (Temporary)
MUSD-680 (7/81)

STEPS	PERSON(S) RESPONSIBLE

C. If Parent does not attend IEP Meeting:

1. If letter (MUSD 620) indicates to proceed without parent:
    a. Conduct Meeting
    b. Psychologist arranges visit to parent's home to get signature, or mails cover letter (MUSD 680) and parent copy of IEP to parent.
2. If letter indicates parent wants to attend:
    a. Call parent,
    b. Go to home to check with parent, and/or
    c. Reschedule Meeting once.
3. If parent does not attend 2nd meeting: complete IEP and make a home visit or mail cover letter (MUSD 680) and copy of IEP to parent. If cover letter (MUSD 680) is sent an initial placement cannot occur until a parent signature is returned and a copy of the IEP is given to each Special Education and regular teacher who works with the student.

12
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6
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10
11
LIST
I.E.P.
I.E.P.

School ______________
Teacher ______________
Class Type ______________

SPECIAL EDUCATION TEACHER ANNUAL REVIEW LOG

Month ____________, 19 _____

Student Name	Grade	Last IEP Date	IEP Review Date	Triennial Psychological Evaluation Due		Dates Assessments Completed	Informal Consultation - Student Appraisal Report	Parent Contact(s) for IEP Meeting		IEP Date	Parent Sign.
				YES	NO			Phone	Written		

MUSD 705 (7/81)

PROCEDURES FOR ANNUAL REVIEWS
FOR
SPECIAL EDUCATION STUDENTS

PROCEDURES FOR ANNUAL REVIEWS
FOR SPECIAL EDUCATION STUDENTS

I. Notification

The Pupil Services office sends to the Psychologist and to the Special Education Teacher an Annual Review Log which lists students whose annual reviews are due in each school month.

II. Consultation

The Psychologist consults with the Special Education Teacher regarding students due for annual review. Specialists (LAS, APE) are consulted as appropriate.

III. Assessment

The Special Education Teacher conducts an academic assessment to determine progress since the last IEP (no new assessment plan is needed for the academic assessment). If Triennial Evaluation is due, or special assessment needs exist, the Psychologist completes assessment plan and has the form mailed (with a return envelope) to parents. The Psychologist then completes the Psychological Assessment.

IV. Informal Conference

The Special Education Teacher arranges a meeting of all persons involved in the assessment and who work with the student on a regular basis. The Annual Review Student Appraisal Report (MUSD 710) is completed only for the areas of concern. The Goals and Objectives may be completed at this time (MUSD 660). For a triennial evaluation, the Psychologist arranges for the Informal Conference and completion of the Student Appraisal Report, Goals and Objectives.

V. Arrangements for IEP Meeting

A. If no special assessment is needed, or after assessment is complete, the Special Education Teacher arranges the annual review IEP meeting with all necessary meeting members (see Step VI) and with the parent by phone, and notes contact dates in the Annual Review Log (MUSD 620).

B. The Special Education Teacher sends a letter (MUSD 620) to parents confirming annual review IEP meeting time and dates.

VI. IEP Meeting

A. IEP Team Members*

1. No program change anticipated:
   a. RSP/DIS:SIS - Parent, RSP teacher, regular teacher or counselor, administrator or designee** and other specialists (LAS, APE, etc.) as appropriate.
   b. SDC/EMR - Parent, Special Education teacher, psychologist, administrator or designee**, and other specialists (LAS, APE, etc.) as appropriate.

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MONROVIA UNIFIED SCHOOL DISTRICT

ANNUAL REVIEW
STUDENT APPRAISAL REPORT

ASSESSMENT AND OBSERVATION DATA FOR SUMMARIZING PRESENT LEVELS OF PERFORMANCE

TO BE ATTACHED TO THE IEP

NAME OF STUDENT	BIRTHDATE	GRADE	DATE
PERSON(S) COMPLETING THIS REPORT			

AREA	PRESENT FUNCTIONING LEVELS				
(PLEASE SPECIFY AREAS OF CONCERN TO BE CONSIDERED ON THE IEP)	HOW VERIFIED			SUMMARY AND COMMENTS	
	TEST/SCORES (SPECIFY)	INFORMAL EVALUATION/ SCORES	OBSERVATION	STRENGTHS/MASTERY AREAS	WEAKNESSES/CONCERNS

MUSD 710.1 (7/81)

2. Program change anticipated:
    a. Dismissal from RSP/DIS:SIS - same as above, plus psychologist
    b. Dismissal from SDC, move from RSP to SDC, or move from SDC to RSP - same as above, plus Pupil Services Administrator.

B. Meeting Agenda:

1. Introductions
2. Purpose of meeting
3. Review parent rights
4. Review present levels of performance areas of concern, which may include:
    a. academics
    b. language/communication
    c. social/behavioral/emotional
    d. vocational/self-help
    e. health/hygiene
    f. psychomotor
    g. intellectual (strengths and weaknesses)
5. Determine eligibility for special education
6. Write goals/objectives
7. Determine placement
8. Obtain signatures

C. Record Keeping

1. Special Education Teacher takes/mails the original copy of the IEP to the Pupil Services office after completing the IEP Meeting Information box.
2. Special Education Teachers keeps a copy of the IEP for the student file canisters.
3. Special Education Teachers sends copy of completed Annual Review Log sheet for each month to Pupil Services office.

D. If Parent does not attend IEP meeting

1. If letter (MUSD 620) indicates to proceed without parent:
    a. Conduct meeting
    b. Special Education Teacher arranges visit to parent's home to get signature, or mails cover letter (MUSD 680) and parent copy of IEP to parent.

2. If letter indicated parent wants to attend:
    a. Call Parent,
    b. Go to home to check with parent, and/or
    c. Reschedule meeting once.

3. If parent does not attend 2nd meeting, complete IEP and make a home visit or mail cover letter (MUSD 680) and copy of IEP to parent.

* Psychologist must attend meetings to share results of triennial evaluations.

** For annual reviews, the Psychologist can be the administrative designee only if he/she is not presenting current assessment data. The RSP teacher may act as administrative designee for RSP annual reviews if consent form (MUSD-30) is signed by principal and parent.

PROCEDURES FOR LANGUAGE/SPEECH
AND
ADAPTED PHYSICAL EDUCATION SERVICES

MONROVIA UNIFIED SCHOOL DISTRICT

School

Language/Speech Screening Request

TO:

FROM: ______________________ / ______

Teacher's Name Date

Room ______________

Would you please screen the following student(s) to see if they should be assessed for Language/Speech services?

Name	Grade

MUSD-LS-10

PROCEDURES FOR
LANGUAGE / SPEECH
and
ADAPTED PHYSICAL EDUCATION
SERVICES

Introduction

Language/Speech (LAS) and Adapted Physical Education (APE) are the two most common "Designated Instruction and Services" (DIS) employed in Monrovia schools. These services involve itinerant teachers who have several schools each and who pull their students from class for a specified amount of time each week. They can be considered separately from DIS:SIS (Designated Instruction and Services:Supplemental Instruction and Services) which operate as a class and follow the same referral procedures as all other Special Education classes (SDC and RSP).

Since Language/Speech (LAS) and Adapted Physical Education (APE) services are specific, assessment need not be performed in other areas if either of these two areas is the single concern. The full range of steps used for most special education referrals is not necessary for LAS and APE. The alternate procedures for LAS and APE are summarized in this section.

SCHOOL____________________

LANGUAGE/SPEECH ASSESSMENT REFERRAL LOG

Year: 19 ____ to 19 ____

Student Name	Grade	Teacher	Referral Date (CST)	Assessment Plan		Informal Conference	Parent(s) Contact for IEP meeting		IEP Date	Parent Signature Date
				Sent	Ret'rn.		Phone	Written		

MUSD 562-LAS

LANGUAGE/SPEECH SERVICES

I. Request for Screening

The teacher (or other concerned staff member) completes the Language/Speech Screening Request form (MUSD-LS-10) and submits the form to the school's Language/Speech (LAS) specialist.

II. Consultation/Screening

The LAS specialist consults with the teacher, and observes or talks to the pupil as necessary.

If LAS services do not appear to be necessary, the LAS specialist explains the reasons to the teacher and provides classroom suggestions where appropriate.

If LAS services appear to be a potential need, the LAS specialist assumes the responsibility for the referral, assessment, and placement processes.

III. Referral and Assessment

If the consultation/screening indicates a potential need for services, then the following steps are followed:

1. The student's name is entered into the LAS Assessment Log.
2. The LAS specialist completes an "Assessment Plan" (MUSD-552) and obtains parent permission for assessment.
3. Once parent permission is received, the assessment must be completed within 50 calendar days, but sooner whenever possible.
4. The LAS specialist then meets informally with the referring teacher to discuss test results and tentative recommendations.

IV. IEP Meeting

The LAS specialist arranges an IEP meeting with the teacher, administrator, and parent. Procedures are the same as those described on the Step VII of "The Teacher Support System." LAS specialists may indicate goals and objectives on MUSD 665 on their own objective list.

Copies of the IEP are shared with regular education teachers who will be working with a pupil enrolled for LAS services.

V. Annual Review

All LAS IEP's are reviewed annually. The LAS specialist performs any necessary evaluations of progress and arranges the IEP meeting.

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS

ADAPTED PHYSICAL EDUCATION PROGRAM

RECOMMENDATION FOR SCREENING

______________________________ Pupil's Name

______________ Birthdate

Some pupils in regular classes find it difficult, if not impossible, to safely and successfully participate in regular physical education. This may be due to low fitness, poor coordination, sensory problems, orthopedic conditions, low emotional tolerance, language disabilities, etc.

In recommending this pupil, please consider the above areas and provide us with your impressions of the child's level of function and the reason(s) for your recommendation.

By ______________________ name and position

School ______________________

Date ______________________

Form No. 301-544
Rev. 7/78
GRR:vb

ADAPTED PHYSICAL EDUCATION SERVICES

I. Request for Screening

The teacher (or other concerned staff member) completes the "Recommendation for Screening" (APE, Form #301-544) and submits the form to the school's Adapted Physical Education (APE) specialist.

II. Consultation/Screening

The APE specialist consults with the teacher, and observes or talks to the pupil as necessary.

If APE services do not appear to be necessary, the APE specialist explains the reasons to the teacher and provides classroom suggestions where appropriate.

If APE services appear to be a potential need, the APE specialist assumes the responsibility for the referral, assessment, and placement processes.

III. Referral and Assessment

If the consultation/screening indicates a potential need for services, then the following steps are followed:

1. The APE specialist completes an "Assessment Plan" (MUSD-552) and obtains parent permission for assessment.
2. Once parent permission is received, the assessment must be completed within 50 calendar days, but sooner whenever possible.
3. The APE specialist then meets informally with the referring teacher to discuss test results and tentative recommendations.

IV. IEP Meeting

The APE specialist arranges an IEP meeting with the teacher, administrator, and parent. Procedures are the same as those described on the Step VII of "The Teacher Support System." APE specialists may indicate goals and objectives on form MUSD 660-2 or their own form.

Copies of the IEP are shared with regular education teachers who will be working with a pupil enrolled for APE services.

V. Annual Review

All APE IEP'S are reviewed annually. The APE specialist performs any necessary evaluations of progress and arranges the IEP meeting.

SPECIAL EDUCATION - TRANSFER STUDENTS

MONROVIA UNIFIED SCHOOL DISTRICT

PARENT REQUEST AND PERMISSION FOR 30-DAY INTERIM PLACEMENT

TRANSFER STUDENTS

NAME OF STUDENT (LAST NAME, FIRST NAME, MIDDLE INITIAL)	GRADE	SCHOOL
SCHOOL AT WHICH STUDENT WAS PREVIOUSLY ENROLLED IN SPECIAL EDUCATION PROGRAM		DISTRICT

I understand that whenever a student transfers into a school district from another school district in which his/her last enrollment was in a Special Education Program, the local school authorities may place the student in a comparable program for a period not to exceed 30 days.

I hereby give my permission for my son/daughter to be enrolled in ______________________________ at his/her school for a period not to exceed 30 days.

I further understand that before the expiration of this 30 day period the interim placement shall be reviewed by the Individualized Education Program Team and a final recommendation shall be made to me. *(To provide information needed for the review, an assessment plan will be developed and your consent to such an assessment is needed. Only assessment needed to supplement existing records will be performed.)*

SIGNATURE OF PARENT OR LEGAL GUARDIAN	DATE SIGNED
COMPLETE ADDRESS (NUMBER, STREET, CITY, STATE, ZIP CODE)	TELEPHONE NUMBER
PERSON SECURING SIGNATURE	DATE SECURED

(CUT ON DOTTED LINE)

RELEASE OF INFORMATION

TO	
ADDRESS	
NAME OF STUDENT	BIRTHDATE

TO WHOM IT MAY CONCERN:
Please forward any psychological test information, medical reports, school reports, and the Individualized Education Program (IEP) for the above named student.

TO: Monrovia Unified School District
Pupil Services
122 Linwood
Monrovia, CA 91016

Attn: ______________________________

SIGNATURE OF PARENT OR LEGAL GUARDIAN	DATE SIGNED
ADDRESS (NUMBER, STREET, CITY, STATE, ZIP CODE)	

(DETACH RELEASE FOR MAILING)

DISTRIBUTION: 1 - District; 2 - School Site; 3 - Parent

MUSD 492 (7/81)

SPECIAL EDUCATION - TRANSFER STUDENTS

I. Registration:

It is imperative that all parents be questioned about previous special education placements at the time of registration. If previous placements have occurred, obtain:

1. Release of Confidential Information

   Signed by parents to request IEP and special education file from former district.

2. Permission to Assess

   Assessment plan signed in case further testing is appropriate. The Psychologist should be involved in arranging the plan.

II. Class Placement

A. In most cases, regular class placement will be appropriate until files are obtained and assessment is completed.

B. At the secondary level, students might be assigned to a RSP Specialist for their assessment/consultation period so they can be evaluated prior to any full placement.

C. In exceptional cases, contact the Pupil Services Coordinator for an emergency IEP prior to assessment.

D. If a copy of a current IEP from the former district is available, a 30-day placement may be made immediately in a comparable program. Contact the school Psychologist to make such arrangements.

E. If a current IEP is available and the student is transferring from a district within the Local Plan Area (consortium), placement may be made according to that plan. A review is not necessary until the IEP expiration date.

III. Assessment

Student is given priority for testing over previous referrals.

IV. IEP Meeting

A. If the student remains in regular classes until assessment is completed, then the IEP should be held within 30 calendar days.

B. If the student is placed in special education on a 30-day transfer placement, then the review IEP must be held within 30 school days.

II. REFERRAL: INITIAL TEACHER REQUEST FOR ASSISTANCE

II. Referral: Initial Teacher requests for assistance

Steps I, II, III, and IV of The Teacher Support System are all dedicated toward helping teachers when they first identify a student with a educational problem. The teacher always retains the option of informally consulting with school staff members when a student concern arises. If, however, the teacher wishes to have the concern formally recognized and to involve staff members in an organized review aimed toward seeking solutions, or if the teacher believes that the student may eventually require additional support help, then Step I is initiated.

Steps I through IV are explained in detail in the first section of this guide. Each step leads to a more intense review of the student problem. The intent is to resolve the problem in an efficient manner -- to generate recommendations with the least amount of time and staff involvement possible. If the administrator (or designee) and the teacher can establish a corrective plan, the process can end with that single conference. It is only when additional ideas and information are required that the problem is sent to the Child Study Team. The system intends to solve a problem as quickly as possible, but allows for further review if necessary.

The first four Steps of the Teacher Support System are not intended to delay resolution of severe problems. If, during the consultation with the administrator, it is agreed that the child has immediate and intense needs, then a direct referral for special education assessment can be made. The psychologist should be consulted as soon as possible and Step V procedures should be initiated. It is the flexibility within the system which will allow for efficient resolution of problems.

III. INTERVENTION

REGULAR PROGRAM MODIFICATIONS

III. Intervention: Regular Program Modifications

If a potential problem can be recognized early, stategies can be employed to avoid future escalation. The simplicity of Steps I and II and the uncomplicated procedures of Steps III and IV allow for the consideration of a wide range of student problems -- including potential problems. If referrals could only be made for full special education assessment, then only the most severe problems could be addressed during a school year. The Teacher Support System encourages the consideration of all levels of problems in order to prevent future severity.

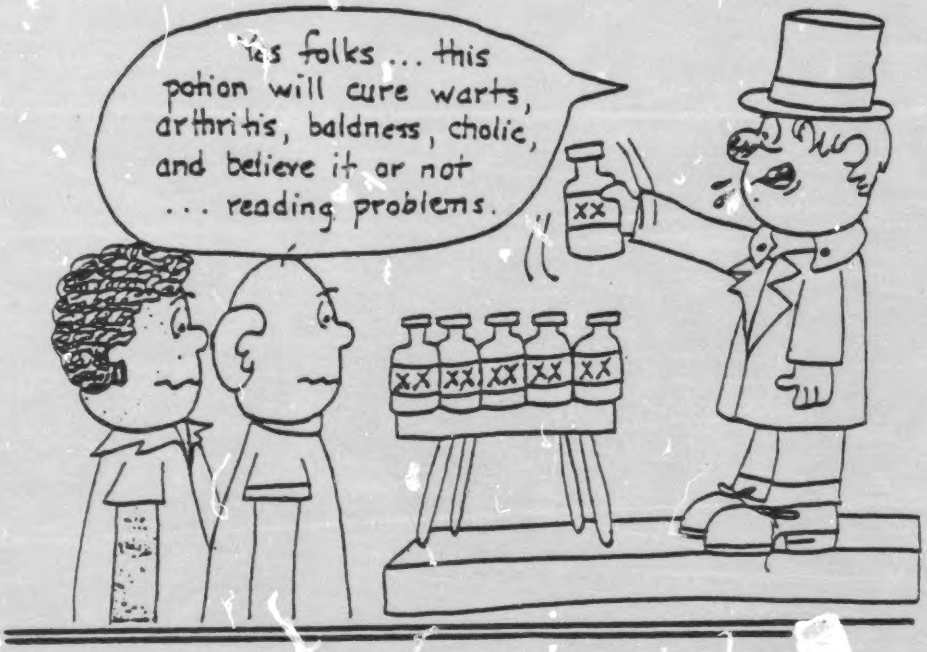
In order to resolve existing concerns or avoid potential problems, intervention strategies must be employed The involvement of an increasing number of staff members in the referral system is intentional; the more people involved, the more likely an effective idea will be generated.

It is not always necessary, however, to invent a new solution; several lie awaiting use. This section contains a number of suggestions for placement alternatives, support help, or classroom modifications which could be employed to resolve a problem. This reference should be used consistently in individual or Child Study Team consultations.

Regular Program Modifications

Introduction

Student problems are difficult to resolve in a vacuum. Our procedures for individual and team consultations bring minds together to build an appropriate plan of action. This section offers suggestions which should be helpful in establishing this plan. It should be a useful resource for the individual teacher, the administrator, or the team of professionals working together.


Yes folks ... this potion will cure warts, arthritis, baldness, cholic, and believe it or not ... reading problems.
XX

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MONROVIA UNIFIED SCHOOL DISTRICT

ALTERNATIVE PLACEMENTS/SUPPORT HELP
within
REGULAR EDUCATION SETTING

ALTERNATIVE	LEVEL		
	Elementary School	Middle School	High School
1. Compensatory Education Programs:	X	X	X
2. Miller-Unruh Reading Specialist Program: Special remedial reading instruction.	X		
3. Resource Labs:	X		
4. Cross/Age Tutors: Providing older students to act as tutors in helping pupils complete assignments.	X	X	X
5. Juvenile Diverson: Special funds for counseling or remedial education services in reading or math clinics.	X	X	X
6. Math Lab: Remedial math classes individualized to meet specific needs.		X	
7. Reading Lab: Remedial reading classes individualized to meet specific needs.		X	X
8. Bilingual Program	X	X	X
9. Adult Evening School Available in special cases and based upon policies of the governing board.			X
10. Alternative Classroom A separate class group within a school which is operated in a manner designed to maximize self realization and individual achievement.			X

ALTERNATIVE	LEVEL		
	Elementary School	Middle School	High School
11. Community College for Students (Citrus College) A student may be authorized to attend a community college as a special part-time student.			X
12. Community Day Centers Operated by the probation departments for youngsters returning from camp, 602's, on probation, or court wards under 654, 601, or 602 (WIC*).			X
13. Continuation Education (Canyon High School) Part or full time program designed to meet the special education needs of pupils by providing 1/ an opportunity to complete the required academic courses of instruction to graduate from high school, 2/individualized instruction that may emphasize occupational orientation, 3/ individualized instruction and intensive guidance, 4/ flexible programs combining the above.			X
14. Exemption Available to youngsters with physical or mental conditions those who have passed the proficiency exam by the age of 16 and have completed the second semester of the 10th grade and have parental approval; also for students who must render personal services for their dependents.			X
15. Home Teaching Home teaching for pupils who are unable to function in a school setting due to illness.	X	X	X
16. Independent Study Students undertake a prescribed course of study off-campus under the supervision of a credentialed teacher. Course work must lead toward the completion of a high school diploma.			X

ALTERNATIVE	LEVEL		
	Elementary School	Middle School	High School
17. Proficiency Examination A "certificate of proficiency", which is equivalent to a high school diploma, may be granted to persons 16 years of age or older, or who have been enrolled in the 10th grade for one academic year or longer or who will complete the 10th grade during the semester in which the exam will be taken, who demonstrate by examination proficiency in basic skills taught in public schools.			X
18. ROP and ROC Regional Occupational Programs were established to provide an opportunity for students to pursue a vocational and technical education arranged to meet individual student program needs.			X
19. Tutors Students who are being instructed in study and recitation for at least three hours of a day for 175 days each calendar year by a private tutor, paid at parent expense, may be exempted from compulsory attendance in a public or private school.	X	X	X
20. Vocational Education Designed and conducted for the purpose of preparing youth for gainful employment in such occupations and in such numbers as appropriate for manpower needs of the state and community.			X
21. Work Experience Regular academic curriculum load may be reduced to accommodate working hours. Credit is given for work.			X

ALTERNATIVE	LEVEL		
	Elementary School	Middle School	High School
22. **School Counselor:** A school counselor could arrange a special incentive program or just counsel with a student on a consistent basis.		X	X
23. **School Nurse** Screening for vision, hearing, or other possible physical interference.	X	X	X
24. **Community Agencies/Services** Groups, activities, etc. provided by local churches, agencies, etc.	X	X	X
25. **School Psychologist** Periodic consultations with students or parents.	X	X	X
26. **Coordinator of Attendance** Follow-up on truancy problems.	X	X	X
27. **Parent** School/parent communication and cooperative efforts can solve many problems.	X	X	X

CLASSROOM MODIFICATIONS

Introduction

The professional in a typical regular classroom has a diverse group of students who have wide ranges of abilities and skills. This poses the daily dilemma of attempting to teach to the individual student's skill development level in the face of the class level placement.

The purpose of this section of the handbook is two-fold: to assist professionals in resolving this dilemma, and to meet teacher and student needs. Toward these ends this handbook presents suggestions for educational approaches which consider teacher needs in relation to student and class needs.

Suggestions are presented for curriculum, environmental, and behavioral classroom modifications. The emphasis is on the use of strengths to teach skills. The goal is the increase of the repertoire of professional skills that are *teacher*, *student*, and *situationally* appropriate to enchance both teacher and learning.

SUGGESTIONS FOR CURRICULUM MODIFICATIONS

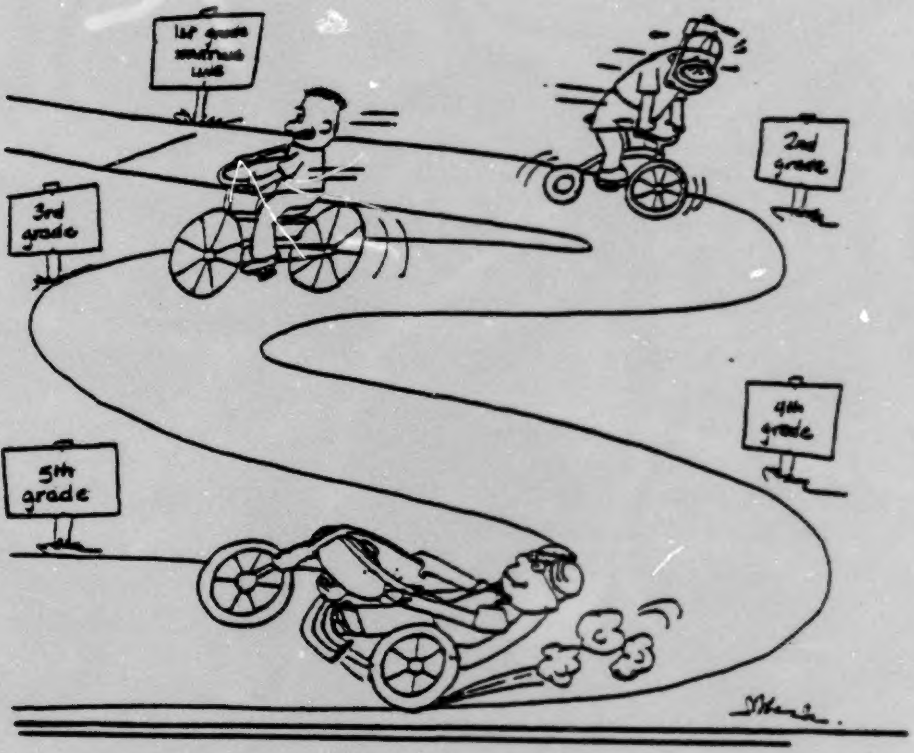
CURRICULUM MODIFICATION

Introduction

Any regular classroom, at any level, can be expected to contain a wide range of students who exhibit a wide range of abilities and skill development. Curriculum modifications are often required.

Curriculum modification or management is based on the assumption that learning and behavior problems can and do occur if the curriculum is not matched to the individual student's needs. It also recognizes that the quantity and quality of the regular classroom cues that are generally sufficient for many students are not appropriate or sufficient for many others.

The following section presents a variety of teaching suggestions which the professional in the regular classroom may wish to consider in the management or modification of the curriculum in his/her classroom.



For Students Who May Have Visual Learning Strengths

I. Observable Classroom Behaviors:

The student:

1. May have speech problems.
2. May sequence sounds or syllables oddly.
3. May use "small words" incorrectly. May mispronounce common words.
4. May watch instructor's face intently trying to get clues to verbal instruction.
5. May seem shy and rarely talks or participates in class discussions.
6. May respond in one word sentences.
7. May follow instructions better after he/she has been shown rather than told.
8. May demonstrate inability to learn rote-memory tasks: letter combinations; math facts or formulae; dates; poems; sequences of events; rules; etc.
9. Appears not to understand or listen to verbal instructions. Appears not to understand what is heard.
10. Appears to be able to do many more things than the instructor would expect; fix electrical cords or classroom equipment; solve puzzles; figure out things concretely,etc.
11. Appears unable to remember and follow verbal directions. May be slow to respond.
12. May be confused by the concepts of left and right.
13. Appears to be unable to filter out noises from lawn mowers, leaf blowers, sirens, P.A. systems, classroom verbalizations, etc.
14. May have problems dealing with abstractions. Thinking may be concrete.
15. Does not enjoy reading.
16. May not use correct plurals, verb forms. Makes grammatical or syntactical errors that do not reflect those at home.

II. Teaching Suggestions:

1. Elementary:
    a. Try the Look-Say method
    b. Use sight words, flash cards, configuration clues, context clues, color cues.
    c. Use as many concrete aids and visual aids as possible.
    d. Allow responses to be visual and concrete; cut and paste; matching words with pictures; use of filmstrips and overhead projectors; demonstrate rather than write; use experience charts.
    e. Allow response choices as much as possible.
    f. Show rather than tell.
    g. Drill/over learning.
    h. Use short, one concept phrases.
    i. Give one direction at a time.
    j. Ask short questions.

2. Middle School:
    a. Show or demonstrate.
    b. Use of peer demonstrations.
    c. Break up the assignment into smaller segments; give immediate feedback.
    d. Age-appropriate structure; models; clues; cues; outlines.
    e. Use concrete examples; relate to daily-living experiences.
    f. Allow response choices.
    g. Assist with organization; proceed from the known to the unknown.
    h. After or in conjunction with standard instruction offer alternatives, clues or "tricks" as aids to skill development.
    i. Drill/over learning
    j. See Elementary Suggestions (above)

3. High School:
   a. Be alert to auditory environmental distractions:
      Obvious: temperature; lawn mowers; leaf blowers; sirens; P.A. systems; classroom machines in Home Economics; etc.
      Subtle: verbal and nonverbal auditory classroom distractions: coughs; sneezes; all pupil movement and noise; etc.
   b. Some environmental conditions may be beyond the actual control of the classroom instructor, and must be addressed by the administration. Awareness of obvious and subtle environmental distractions may be helpful in decision-making; schedule important instruction requiring greatest attention to other times; give more time if needed, re-presentation if needed, etc.
   c. Incorporate concrete examples with abstract verbal presentations.
   d. Some students may need to have the concept reduced to its simplest terms.
   e. Use concrete examples; relate to daily living experiences.
   f. Demonstrate as an alternative to sole use of verbal instructions.
   g. Consider allowing more time for task completion; breakdown of assignments into smaller segments.
   h. Age appropriate structure; models, clues, cues, outlines, samples.
   i. Allow response choices.
   j. Assist with organization; assist student in ways to proceed from the known to the unknown.
   k. After or in conjunction with standard instruction offer alternatives; clues or "tricks" as aids to skill development.
   l. Drill/over learning
   m. Accept concrete answers: Give ample response time.
   n. Use visual cues. Can encourage oral reports but permit use of notes, prompts, visual cues.
   o. Structure class work into short segments or tasks. One instruction or task at a time may be all that the student can manage. Require task completion.
   p. Immediate feedback, if possible.
   q. See Elementary and Middle School Suggestions (above).

For Students Who May Have Auditory Learning Strengths

I. Observable Classroom Behaviors

The student:

1. May reverse numbers, letters, words or symbols
2. May invert numbers
3. May be awkward motorically, frequently tripping over own feet, bumping into things. Poor motor co-ordination.
4. May exhibit a short attention span, may perseverate.
5. May be able to give correct answers when tests or materials are read to him, but appears unable to sit down and put it on paper.
6. May exhibit poor handwriting, artwork, drawing, cutting.
7. May appear to be more capable than work products would indicate.
8. May demonstrate poor perception of time and space. Gets lost or confused easily. Can't tell time.
9. May have vision problems.
10. Visual attention span appears limited. May be unable to concentrate for long periods of time on printed materials or to read assigned textbook materials.
11. When reading printed materials the student may lose his place, skip words or lines, get lost easily, point at words.
12. May exhibit difficulties marking the correct answer or filling in the right blank in workbooks, on worksheets, or on tests.
13. May turn the paper, his hand or pencil or head to odd angles when working. May frequently grasp tools or writing implements incorrectly.
14. May exhibit difficulty in sitting still. May want to get up and wander around the classroom or building.
15. May appear unable to filter out visual distractions - extra marks on papers; difficulties with designs, charts, graphs; multi-colored displays.
16. May avoid books and may not understand what is read.
17. Appears unable to visually categorize items.
18. May be poor at imitation; may seldom use gestures in communication.
19. May not be able to concentrate upon written material because of flaws in the paper; differences in letter formation, etc.

Teaching Suggestions

I. Elementary

1. Phonetic reading approach may be most appropriate.
2. Encourage oral responses.
3. Use tapes when possible for instruction and allow student to tape answers. Use records, if appropriate.
4. Give tests orally, if possible.
5. May use color cues as guides to aid in focus of attention.
6. Book markers may be used to block out all but one line to reduce distractibility.
7. Provide tracing, tactile approaches.
8. Use dictation, peer tutors.
9. Use of rhythms for responses
10. Adoption of and adaptation of "Spelling Bee" approach for: words, number facts, dates, states/capitols, etc.
11. Drill/over learning
12. Allow student to reauditorize, if needed
13. Check comprehension carefully, giving auditory cues.

II. Middle School

1. Provide auditory cue.
2. Provide separate work space, if possible (away from windows). Bookcases, planters, furniture, files, etc. could be used as dividers.
3. Give workbook pages one at a time.
4. Develop firm structure and routine. Let student know "what comes next".
5. See: Elementary Level Suggestions

III. High School

1. Consider allowing response choices: verbal reports, written reports, or tapes for homework assignments.
2. Use earphones
3. Taped texts available from Sacramento at minimal service cost.
4. When in doubt, refer for evaluation.
5. Allow assignments to be typed.
6. Consider shortened assignments. Several shorter assignments may allow the student to actually complete the task.
7. Give tests orally, if possible.
8. Allow student to "reauditorize" if possible.
9. Check comprehension carefully, giving auditory cues.
10. See Elementary and Middle School Suggestions (above).

For Students With Memory Problems

(Cannot remember sequences of non-meaningful stimuli)

I. Some Students May Have Auditory Memory Problems

A. Observable Classroom Behaviors

1. The student may not remember what is heard.
2. The student may not remember verbal instructions, directions and/or assignments.
3. The student may exhibit difficulty in memorizing: letters, dates, numbers, formulae, facts (number; multiplication tables, etc.)
4. The student may exhibit difficulty in remembering lines, poems, etc.

B. Teaching Suggestions

a. Elementary

1. Permit student to use visual cues.
2. Have student write as he/she memorizes.
3. Use short, one concept sentences.
4. Use visual aids.
5. Use Language Masters.
6. Use jingles and games as appropriate.
7. Emphasize rote drill and overlearning.
8. Assist student in the organization of the material to be learned: charts, outlines, diagrams, models, posters.
9. Assist student in the sequencing of the material in ways that are meaningful to him/her.
10. Assist student in the development of mnemonic aids and cognitive clues.
11. Assist student in organization of large amounts of material to be memorized: group words or facts in series, classify into categories.
12. Incorporate daily drill into classroom activities.

b. Middle School

Same as Elementary (See above)

c. High School

Same as Elementary (See above)

II. Some Students May Have Visual Memory Problems

A. Observable Classroom Behaviors

1. The student may misspell his/her own name, or school name even after adequate practice.
2. The student may recognize a word one day and not the next.
3. The student may be unable to write letters, numbers, addition, subtraction and multiplication facts, dates, facts and words.

B. Teaching Suggestions

a. Elementary

1. Permit student to use auditory cues.
2. Allow student to "reauditorize" for additional auditory feedback.
3. Permit tracing whenever possible.
4. Use audio-visual aids whenever possible. Jingles, songs may be appropriate.
5. Encourage student to write as he/she memorizes.
6. Provide rote drill and overlearning.
7. Assist the student in the organization of the material to be learned: categories, classification.
8. Assist the student in the sequencing of the material to be learned in ways that are meaningful to him/her.
9. Assist students in the development of mnemonic aids and cognitive clues: Example:. In Geography - the Great Lakes can be reduced to the word "HOMES". (Huron, Ontario, etc. - with each letter in the word representing the name of one of the lakes to be remembered)
10. Incorporate "Charade" type games into classroom activities. For example: a History or a Geography class may be divided into groups. The students act out historical or geographical sketches. Incentives may be offered to reluctant students. For example, all who participate will not be required to do a particular section of an assignement.
11. Encourage typing for older students, if possible.

b. Middle School

Same as Elementary (See above)

c. High School

Same as Elementary (See above)

For Students Who Present Specific Behavioral Difficulties

I. Distractibility (Inability to focus attention on a given task for a reasonable length of time)

  A. Observable Classroom Behaviors
    1. The student exhibits a very short attention span.
    2. The student may tend to mind everyone's business but his/her own.
    3. The student may hold himself/herself in low esteem.
    4. The student may exhibit lack of self-control. For example, this student may habitually "blurt-out" anything in a loud voice.

  B. Teaching Suggestions (All levels)

    1. Be firm and consistent about keeping this student in assigned area.
    2. Be sure that this student completes the assigned task before allowing to go on to the next task.
    3. Shorten assignments.
    4. Give this student only one task, one assignment, one workbook page at any one time.
    5. If possible, provide a "private" space for this student. Shelves, chartstands, empty desk, etc. can be used as dividers. Do not seat this student near windows.
    6. Insure that one portion of an assignment can be completed by the student without assistance.

II. Motor Disinhibition (the response by a student to any stimuli within his/her reach that can be pushed, pulled, twisted, folded)

  A. Observable Classroom Behaviors
    1. The student does not appear able to let anything alone, including other people's belongings.
    2. The student seems constantly involved with meaningless activity with books, paper, pencils, erasers, etc.
    3. The student may become so involved with learning aids that he/she loses their purpose.

  B. Teaching Suggestions (All levels)

    1. Allow this student to have nothing on his desk which is not essential for use in the completion of the immediate task. Keep clear of everything else.
    2. Allow this student to use concrete aids (essential for his learning), but monitor frequently to ensure proper use.
    3. Be firm and consistent
    4. Require task completion.

III. Perseveration (the inability of the student to shift with ease from one activity or task to another)

  A. Observable Classroom Behaviors
    1. The student may continue laughing, or talking, or repeating the same sound or sounds even after having been told to stop.
    2. The student may write the same number or letter over and over.
    3. The student may repeat the same word or phrase several times when reading.

4. The student may become very easily upset with changes in classroom routine.
5. The student may continue to mark throughout the task, on the test, or on a workpage or worksheet the same answer as the one given in the sample at the beginning of the page.

B. Teaching Suggestions (All levels)

1. Be firm in insisting that a student stop any activity that disturbs others. Removing from the classroom may be necessary.
2. Assist the student in learning to change activities. Simple diversions or clues given prior to the actual change may aid the student in preparation for that change.
3. Give the student immediate feedback if he/she perseverates in written work. Have the student make immediate corrections.
4. Some students may be helped by a simple reminder "not to let yourself be tricked".

SUGGESTIONS FOR ENVIRONMENTAL MODIFICATIONS

ENVIRONMENTAL MODIFICATIONS

Introduction

Environmental modification may be defined as the alteration of people, places, and things in order to increase an individual student's appropriate functioning in a regular classroom situation.

Its purpose is to provide the student with the needed time, space and freedom for skill development.

HERBIE'S PROGRESS

I. Modality Needs

It is important to be alert to not only the obvious but also the subtle modality needs of students. Many students are highly susceptible to auditory, visual, and physical distractions within the regular classroom environments. Some of these such as classroom temperature (too hot, too cold) and/or outside noises (lawn mowers, leaf blowers, etc.) may not be under the direct control of the teacher. However, alertness to these as forms of distraction for students is necessary.

Suggestions

1. Be alert to internal and external noises. Schedule instruction requiring greatest attention at times when these distractions are not present.
2. Schedules - Put remedial classes in the morning, if possible.
3. P.A. Systems - Request announcements to be limited to emergencies during instructional times.
4. Fatigue - Schedule essential instruction to times when students exhibit less fatigue. Consider the length of the task and/or the amount of instruction given at one time.
5. Body Language - Be alert to the fact that some students are not able to "read" body language; are not able to imitate or model behaviors. Tell or show the student what is expected.
6. Auditory and visual needs: See Curriculum
7. Reduce auditory or visual stimuli as needed.

II. Place and Material Needs

Some students lack a variety of organizational skills. The professional may need to manipulate the classroom environment to organize it for them.

Suggestions

1. Change desks or chairs, if needed.
2. Separate those students who consistently have conflicts.
3. Provide secure work space.
4. Provide structure of work space.
5. Organize materials: paper, tests, pencils, erasers.
6. Structure routines: what to do or what to expect next.
7. Special seating may need to be considered to meet some students' visual or auditory needs.

III. Learning Styles/Teaching Styles

For instructional purposes, the professional in the classroom may wish to capitalize on the learning strengths of the student. Teaching styles can be modified to match the style of the learner.

Factors To Consider/Suggestions

1. Sensory channels - Consider the student's sensory preference for taking in information as well as his strongest method of response: verbal, written, or demonstration. Consider varying the teaching approach rather than relying on approaches that are limited to one sensory mode.

2. Human interaction. Consider that some students may prefer to work alone while others appear to do best in a group situation. Consider the size and composition of the groups as well as their needs for minimal, intermittent, or frequent assistance.
3. Rate. Consider that some students grasp new skills quickly and work rapidly. Others are slower. Vary the amount of work required and/or the time allowed for completion. The teaching rate (rapid or slow) in the presentation of new concepts can be modified or varied.
4. Structure. Some students may need to know exact expectations; others may prefer more freedom and a wider range of choices. If you tend to structure learning experiences tightly, you may wish to consider allowing some student options. If you prefer open-ended structure, you may need to consider setting limits for those students who require them.
5. Instructional Arrangement. Instruction may be delivered in a variety of ways in a regular classroom. These include: large group instruction, small group instruction, clustered individualized instruction in which one teacher engages in individual work with three-five students; and instruction that generates interstudent interactions in the absence of direct teacher involvement. Consider varying the instructional arrangement.

SUGGESTIONS FOR BEHAVIOR MODIFICATIONS

BEHAVIOR MODIFICATIONS

Introduction

A wide variety of techniques are available to the professional in the regular classroom to assist in the mangement of behaviors and to teach academic, social and life skills. These behavior management techniques are, of course, means to an end and not an end in themselves. Their use is directed toward the increase of a student's appropriate regular classroom functioning. Their importance lies in their focus on the student's observable behaviors rather than an assumption of underlying deficiencies. Their use, in a systematic manner, can have affects in strengthening, weakening, or maintaining target behaviors.

Often, students exhibit more than one behavior that tends to interfere with his/her learning and/or the learning of the group. When making a decision as to where to start, a good "rule-of-thumb" is to choose the behavior that most separates the student from instruction.

When making a decision regarding which techniques to use, the professional may need to consider three criteria for success. The technique/tool chosen must be TEACHER, STUDENT, and SITUATION appropriate.

I. Susceptibility to Regular Classroom Motivation

Given the wide range of students in each regular classroom, the professional must be alert to the fact that many students have never learned to respond to the recognition, social praise, and grades that are common motivators in many programs. While these intrinsic motivators may remain the goal, the teacher may need to consider the development of educational strategies to teach reluctant learners to respond to them.

A continuum of student motivators may need to be considered. The upper end of the continuum represents the more intrinsic incentives. These include: intrinsic love of learning; satisfaction gained from knowledge of results; the rewards of social praise and approval; and the stimulation and rewards of sensory and motoric activity. The lower end of the continuum suggests more extrinsic incentives and includes task completion, social attention (even if negative), and extrinsic tangible rewards such as food or money or free time.

General Suggestions

1. Pair an extrinsic with an intrinsic incentive. For example, concrete reinforcement (age appropriate) can be paired with social praise.
2. Train yourself to say something positive about the student's work or behavior.
3. Teach the student that there are consequences to his actions. The teacher's reaction is in specific relation to what the student does and is not indiscriminate.
4. Reward the student for his strengths and alert him/her to areas of weakness in a non-punitive manner.
5. Set reasonable limits and clear consequences.
6. Be consistent and firm.
7. Consider contracts. A contract is a two-way agreement. The student agrees to a certain behavior or task. The teacher agrees to deliver specific support and a specific payoff when the contract has been fulfilled.
8. Consider trade-offs or exchanges: "When the math is completed you may.... have free time; use the ___ (whatever the student likes); do _____".

II. Specific Techniques

1. Positive Reinforcement - The teacher rewards a desired act. Such reward tends to strengthen that response. The rewards may be primary (tangible) or secondary (tokens, checks, social praise, a wink, etc.). Once the behavior has developed, reinforcement changes from immediate to intermittent.
2. Reinforcement of Incompatible Responses: - The teacher rewards action that is incompatible with the bothersome behavior. For example, time-limit a task to reduce excessive talking.
3. Discrimination Learning - This technique is applicable for the overgeneralization of behavior. That is, some students fail to learn in which situations certain responses are, or are not, appropriate. For example, yelling out loud may be appropriate on the playground or athletic field, but it is not appropriate in the classroom. The teacher may consider labeling appropriate vs. inappropriate classroom behaviors. Then teach: this is appropriate for getting attention in the classroom and this is not appropriate attention-getting behavior. Teach the appropriate: ie. raise your hand.

4. Desensitization - This technique can often be used with a fearful student or one who avoids academic tasks (hates books; won't write on paper, etc.). Develop a hierarchy of related acts. Start with the least threatening and expose the student to a series of tasks or situations which successfully approximate the feared or avoided task. For example: type instead of write, chalkboard instead of paper, own reading materials instead of textbook.
5. Role Playing - The teacher allows the student or students to act out situations that involve problems of getting along together. Can be used for learning new behaviors and skills.
6. Cueing or Prompting - The teacher uses a word, phrase, model or signal of some kind which has a high probability of triggering the desired response. Examples: Raise a hand, stand up, raise the number of fingers to match the number of answers, etc.
7. Fading - The teacher then "weans" the student from the cues or prompts since these are not typically available in natural settings. The goal is to have the responses occur naturally.
8. Shaping - The teacher employs successive approximations to the desired responses and reinforces them.
9. Demonstration/Modeling - The teacher shows the student how to perform the task before the student attempts it. Can be combined with verbal cues.
10. Modeling - The teacher can provide the student with a sample of a completed task and have the student do one just like the sample.
11. Practice - The teacher requires the student to repeat or redo the same response many times in succession (Drill).
12. Mixed Practice - The teacher gives the student practice on a limited set of tasks during a single instructional session.

III. Learning Stages/Appropriate Techniques

The professional may wish to consider the different stages of learning and the appropriateness of the variety of techniques to each stage.

A. Acquiring - Instructional procedures appropriate when a student is acquiring a skill are: shaping, imitation, prompting, cueing, providing constant corrective feedback, and reinforcement of the slightest approximation of the desired response or behavior.

B. Strengthening - The building of proficiency in a certain skill requires reinforcement after each response as well as the provision of a variety of reinforcers for the skill.

C. Maintaining - Reinforcement is provided on an intermittent schedule. Reinforcers can also be paired with higher level incentives. Practice, mixed practice and fading are useful at this level.

D. Generalizing - The teacher now leads the student to the use of the skill in new situations. Practice is highly recommended. Changes in setting, time, components and grouping can now be introduced.

E. Application - In this last learning phase, the teacher increases the student's opportunities to enter into novel situations and to perform the skill at appropriate times in appropriate ways. Practice is required.

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IV. ASSESSMENT

IV. Assessment: The formal entrance into the Special Education Process

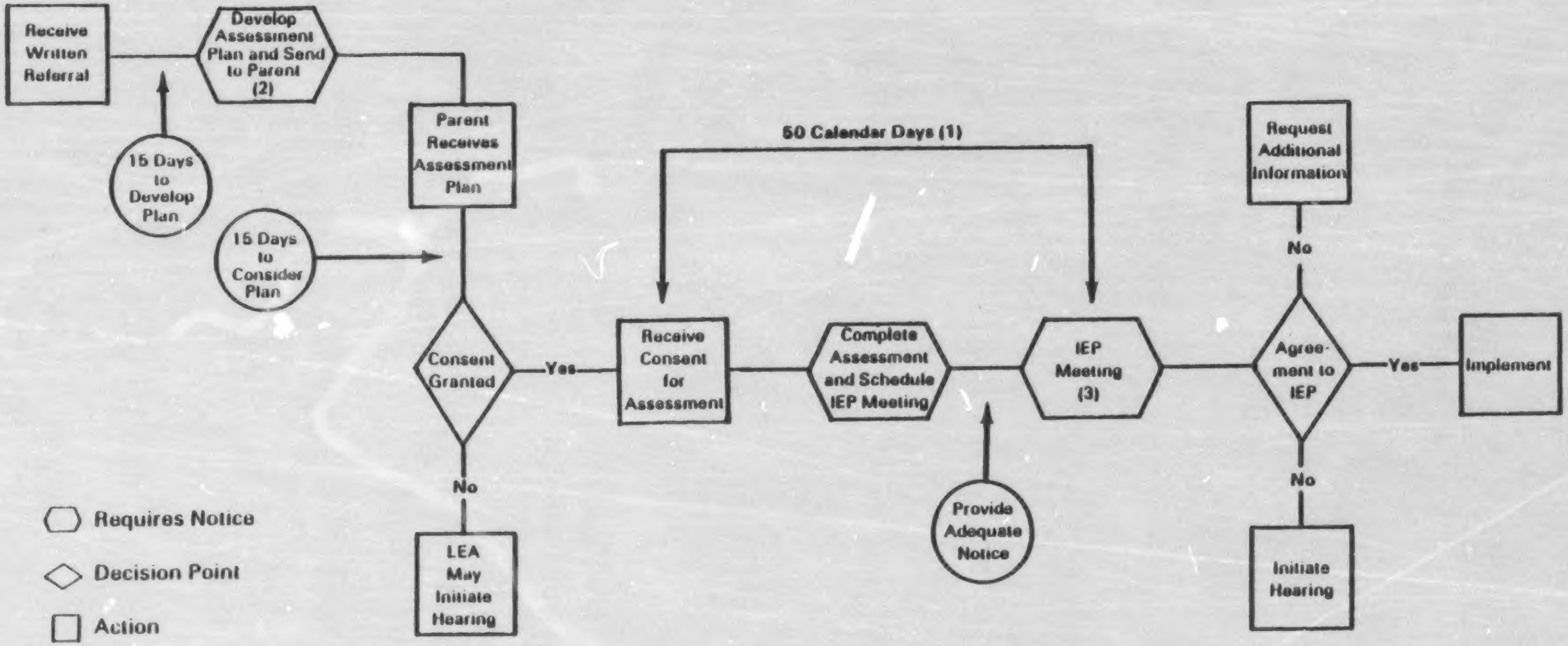
Once the Child Study Team makes a formal referral for Special Education assessment, the Individualized Educational Program (IEP) Timeline is entered. The specifics of the time restraints are shown in the flow chart on the following page.

The timeline constraints must be met in order to comply with the legal mandates of PL 94-142 and the California Education Code. It is important, however, that all efforts aim toward completing each step prior to its ultimate deadline.

First, this insures that the student will receive the needed services as soon as possible. Second, it allows time to compensate for unexpected delays.

This section of the guide outlines the assessment procedures used in Steps V and VI of the Teacher Support System.

IEP TIMELINE


Receive Written Referral
Develop Assessment Plan and Send to Parent (2)
15 Days to Develop Plan
Parent Receives Assessment Plan
15 Days to Consider Plan
Consent Granted
Yes
No
LEA May Initiate Hearing
60 Calendar Days (1)
Receive Consent for Assessment
Complete Assessment and Schedule IEP Meeting
Provide Adequate Notice
IEP Meeting (3)
Agreement to IEP
Yes
Implement
No
Request Additional Information
No
Initiate Hearing
Requires Notice
Decision Point
Action

(1) Except when a referral is received 20 days or less, prior to the end of the regular school year, IEP meeting must be conducted within 30 days after commencement of next regular school year. EC 56344

(2) Include Notice of Parent Rights. EC 56321, EC 56329, 34CFR 300.504, 34CFR 300.505

(3) Include Notice of Parent Rights to Appeal

INITIAL ASSESSMENT

EC 56320 and 56333

An individual assessment of the pupil's educational needs shall be conducted by a multi-disciplinary team before any action is taken with respect to the initial placement of an individual with exceptional needs (IWEN) in special education programs. The minimum assessment team for new pupils shall include a credentialed school psychologist and a special education teacher credentialed in the area of the suspected disability. The purpose of assessment is to identify the unique learning needs of individual students and to provide a basis for implementing successful instructional intervention. The function of assessment is to provide information for educational programming and planning through a team decision making process.

A. NON-DISCRIMINATORY ASSESSMENT

EC 65320

34CRF300.532

The Education Code provides that all testing and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs are selected and administered so as not to be racially, culturally, or sexually discriminatory. Tests and other assessment materials must meet all the following requirements:

1. Are provided and administered in the pupil's native language or other mode of communication, unless the assessment plan indicates reasons why such provision and administration are not clearly feasible.
2. Have been validated for the specific purpose for which they are used.
3. Are administered by trained personnel in conformance with the instructions provided by the producer of such tests and other assessment materials.

   Tests and other assessment materials include those tailored to assess specific areas of educational and not merely those which are designed to provide a single general intelligence quotient.
4. Tests are selected and administered to best ensure that when a test administered to a pupil with impaired sensory, manual, or speaking skills produces test results that acurrately reflect the pupil's aptitude, achievement level, or any other factors the test purports to measure.
5. No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs.
6. The pupil is assessed in all areas related to the suspected disability.

In addition, the examiner will ensure that the pupil is familiar with test-taking situations prior to administering an individual test. The examiner will also recognize and maximize the use of knowledge about individual differences in student incentive-motivational styles.

B. REPORTING OF RESULTS AND PLANNING FOR IEP MEETING

EC 56322(b)
34CFR300.532

Persons assessing a pupil are required to maintain a complete and specific record of procedures and assessment employed, instruments utilized, conclusions reached, and the proposed treatment alternatives. The report shall include but is not limited to the following:

1. Whether the pupil may need special education and related services.
2. The basis for making the determination
3. Relevant behavior noted during the observation of the pupil in an appropriate setting.
4. Relationship of that behavior to the pupil's academic and social functioning.
5. Educationally relevant health and development and medical finding, if any.
6. For pupils with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services.
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate.

MUSD Guidelines

In Monrovia Unified School District all personnel conducting individual assessments of individuals with exceptional needs will be required to report assessment information related to their area of specialization on the Student Appraisal Report. In all cases this form is to be completed by all persons conducting assessments prior to the IEP meeting. This form will become a part of the IEP and will be given to the parents. In addition, Psychologists will complete a confidential case study report which details their findings.

C. MULTI-DISCIPLINARY TEAM

The psychologist will be responsible for assessment of cognitive functioning and will screen in other areas. i.e., academic, language, psychomotor, etc., and refer the pupil to the appropriate specialist in the area of the suspected disability.

EC 56320(f)

1. Psychological assessment
   Any psychological assessment of pupils shall be conducted by a credentialed school psychologist who is trained and prepared to assess cultural and ethnic factors appropriate to the pupil being assessed. Assessment areas shall include the following as appropriate:
   a. Learning History
      This may include a summary of the educational progress of the pupil and the steps taken to assest the pupil in his/her area(s) of difficulty. The results of such interventions may also be noted.
   b. Observation
      The pupil may be observed in his/her current school program and in the home or community. Observations of both peer and adult interactions shall be included and an evaluation of how well the pupil is functioning then the present school programs shall be made.

c. Academic Functioning EC 56320f

A screening test may be administered to determine the pupil's current level of academic functioning in reading, written language, math, and other areas as determined by the pupil's needs. More in-depth testing will be conducted by the specialist in the area of the suspected disability.

d. Receptive and Expressive Language Functiong

An appraisal of the individual's linguistic functioning may be made. If language appears to be an area of major concern, the pupil will be referred to the LSS for more extensive evaluation.

e. Cognitive Functioning

An assessment of the individual's current level of cognitive functioning may include the use of instruments for appraising the pupil's intellectual capacity for academic learning as well as the use of developmental measures and/or other means of assessing cognitive functioning.

f. Affective Functioning

An appraisal of the child's affective functioning may include an evaluation of such factors as the child's self-concept, appropriateness of behavior, emotionality, and the quality of peer and adult interactions.

g. Psychomotor Functioning

An appraisal of both fine and gross motor functioning and eye-hand coordination may be included.

h. Cultural/Language Factors

An appraisal of cultural and/or language factors which may be affecting the individual's school functioning shall be carried out where appropriate. The primary language of the home shall be noted. Language functioning of IEP/NEP students may be assessed by qualified specialists.

i. Adaptive Behavior

An appraisal of the individual's ability to perform successfully in the social roles considered appropriate for his/her age may be completed.

j. Developmental History

Where appropriate, a summary of the pupil's early development may be included.

k. Health Study

When it appears that a health problem may exist which is directly related to an educational problem, referral shall shall be made to an appropriate person/agency for further evaluation.

Although data regarding learning history, cultural/language factors, adaptive behavior, development, and health may be collected by a number of persons involved in the assessment process, such information may be included as part of the psychological case study when relevant.

2. Educational Assessment EC 56322

The educational assessment shall be made by at least one teacher or specialist with knowledge in the area of the suspected disability. Observation of the pupil's educational performance in the regular classroom setting shall be an integral part of the assessment. 34CFR300.542

The goal of educational diagnosis and assessment is to determine the strengths and weaknesses in the pupil's present educational functioning levels in seven stated IEP areas in an efficient and comprehensive manner. Too much testing is viewed as inappropriate for initial assessment as is too little testing. EC 56341(d)

It is acknowledged that initial assessment will be used as a basis for diagnostic teaching.

Norm-referenced as well as criterion referanced information in combination are appropriate to this task. A grade-level score is not the goal. Rather, the concern is the level of skill mastery. Appropriate subtests from several tests may be used.

MUSD Guidelines
12/81

a. Elementary Level
1) Formal
a) Norm-referanced tests
Peabody Individual Achievement Test (PIAT)
Key Math
Woodcock
Stanford Achievement (?)
Miller-Unruh Reading Test Results (?)

b) Criterion-referanced tests
Brigance
Kottmeyer Diagnostic Spelling Test
Criterion Test of Basic Skills

c) Proficiency Skill Goals

2) Informal
a) Regular classroom observation
b) Regular teacher report
c) Specialist Informal reports
d) Informal assessment, ie., reading checklists, informal inventories
e) Writing samples
f) Work samples
g) Medical reports

b. Middle School Level
1) Formal
a) Norm-referenced tests
Peabody Individual Achievement Test
Key Math (Screening)
Woodcock Reading Tests
Stanford Achievement Tests
State Diagnostic Reading Center - individual test results where available

b) Criterion-referanced tests
Brigance
Kottmeyer Diagnostic Spelling Test
Criterion Test of Basic Skills
Proficiency Skill Goals

2) Informal
a) Regular classroom observation
b) Regular teacher report
c) Specialist Informal reports
d) Informal assessment, ie., reacing checklist, informal inventories
e) Writing samples
f) Work samples
g) Medical reports

c. High School
   1) Formal
      a) Norm-referenced tests
         Peabody Individual Achievement Test
         Spache
         Key Math (Screening)
         Woodcock Reading Tests
         Stanford Achievement Tests
         Educational Diagnostic Inventory (EDI)

      b) Criterion-referenced tests
         BRIGANCE
   2) Informal
      a) Regular classroom observation
      b) Regular teacher report
      c) Specialist Informal reports
      d) Informal assessment, ie., reacing checklist, informal inventories
      e) Writing samples
      f) Work samples
      g) Medical reports

3. Other Specialists

EC 56322(b)
56227

As appropriate, the multi-displinary team may include any of the following specialists in addition to the psychologist and the special education teacher. Such specialists shall include the findings of their assessments on the Student Appraisal Report or attach a separate report to the existing IEP.

a. Language and Speech Specialist

EC 56333

Upon receipt of a referral from the Child Study Team an initial screening test may be administed to determine the specific areas of possible disability. As deemed necessary by the language and speech specialist, pupils may be evaluated in any of the following areas:
   articulation
   language comprehension and expression
   voice
   fluency

MUSD Guidelines

Any student who is to be referred to the County aphasia team for possible placement will be administed the battery of tests prescribed by Los Angeles County Office. All students being considered for placement in a special class for developmentally learning delayed students shall be assessed by the language and speech specialist.

b. Adapted Physical Education Specialist
Students with suspected motor problems will be referred to the APE specialist for more extensive evaluation.

c. District Nurse
When a student has a significant medical history or a suspected health problem, the district nurse will be consulted by the Child Study Team. If appropriate, the nurse may make referrals to outside persons or agencies.

D. ASSESSMENT OF HANDICAPPING CONDITION

1. Learning Disability EC 56337

   34CFR300.541

   At a minimum the pupil with a suspected learning disability will be assessed in the cognitive and academic areas. However, all areas of the suspected disability are to be appropriately evaluated. A student identified as learning disabled must meet all of the following criteria:

   a. Show a significant discrepancy between intellectual ability and academic achievement in one or more areas.
   b. The discrepancy must be due to a disorder in one or more of the basic psychological processes and not be the result of cultural or language deficits.
   c. The discrepancy cannot be corrected through other regular or categorical services within the regular program.

2. Mental Retardation

   At a minimum, students with suspected mental retardation will be assessed by a psychologist, a language and speech specialist, and a special education teacher in the following areas:

   a. Learning history
   b. Academic functioning
   c. Receptive and expressive language functioning
   d. Cognitive functioning
   e. Psychomotor functioning
   f. Adaptive behavior
   g. Developmental history
   g. Appraisal of economic, cultural, health factors

   A pupil may be assessed as mentally retarded and eligible for special education and related services when a preponderance of the assessment information indicates impaired cognitive and academic functioning existing concurrently with deficits in adaptive behaviors. There must be evidence to indicate that retardation in learning is not attributable to limited opportunities for learning or the individual's inability to speak English or the presence of other communication handicaps or disorders.

3. Severe Emotional Disturbance

   34CFR300.5

   Assessment of pupils with suspected emotional disturbance shall include appraisals of cognitive and academic functioning as well as affective functioning. The psychologist will observe the pupil within the appropriate classroom setting. A minimum of two projective instruments must be used to support the finding of severe emotional disturbance. The psychologist may choose to consult with a second credentialed school psychologist within the district, consortium, or County when severe emotional disturbance is suspected. It is important to keep in mind that the emotional disturbance must be shown to affect educational performance adversely before the student can be qualified to receive special education and related services.

REVIEW OF STUDENT PROGRESS

A. ANNUAL REVIEW

EC 56380

The progress of each identified individual with exceptional needs shall be reviewed at least annually. Prior to the development/revision of the IEP, the special education teacher will assess the student in the areas of need noted on the current IEP. All assessment data is to be reported on the Student Appraisal Report which is completed prior to the IEP meeting.

B. TRIENNIAL REVIEW

EC 56381

At least every three years a complete reassessment shall be conducted for each identified individual with exceptional needs. This will include a complete psychological and educational evaluation in all areas of the suspected disability. Results will be reported on the Student Appraisal Report. The complete review may be conducted more frequently if conditions warrant it. If the pupil's parent or teacher requests a new assessment, the IEP team may direct the appropriate personnel to conduct a complete assessment more frequently.

V. PLACEMENT

V. Placement: Determing the appropriate education setting

The assessment results and the summary of a student's present levels of performance (On the Student Appraisal Report) provide the basic information needed to determine the appropriate placement for a student. The IEP process provided the final steps which lead the IEP team toward identifying the student's placement eligibility and needs.

It is important to emphasize that eligibility for special education programs and services is determined in two steps. These steps involve the following questions:

> Is there a legitimate handicapping condition or is the pupil an "Individual with Exceptional Needs: (IWEN) as defined by law?
>
> Which special education program, if any, is necessary in order to meet the needs presented by that handicap? (Program placement criteria)

Reg. 300.5 Handicapped children.

(a) As used in this part, the term "handicapped children" means those children evaluated in accordance with Regs. 300.530-300.534 as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

(b) The terms used in this definition are defined as follows:

(1) "Deaf" means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

(2) "Deaf-blind" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

(3) "Hard of Hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.

(4) "Mentally retarded" means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

(5) "Multihandicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

(6) "Orthopedically impaired" means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

(7) "Other health impaired" means

(i) having an autistic condition which is manifested by severe communication and other developmental and educational problems; or

(ii) having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

(8) "Seriously emotionally disturbed" is defined as follows:

(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

(A) An inability to learn which cannot be explained by intellectual, sensory, or health factors;

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(C) Inappropriate types of behavior or feelings under normal circumstances;

(D) A general pervasive mood of unhappiness or depression; or

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(ii) The term includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

(9) "Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

(10) "Speech impaired" means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

(11) "Visually handicapped" means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

(20 U.S.C. 1401(1),(15))

[Subparagraph (b)(9) amended in 42 Fed. Reg. 65083 (Dec. 29, 1977).]

[Subparagraphs (b)(7) and (b)(8) amended in 46 Fed. Reg. 3865 (Jan. 16, 1981).]

ELIGIBILITY AS AN INDIVIDUAL WITH EXCEPTIONAL NEEDS (IWEN)

A. Definition of an IWEN

An individual with Exceptional Needs (IWEN) is a person who satifies all the following criteria:

1. Has one of the following handicaps as determined by the IEP Team:

   34CFR300.5

   a. Mentally retarded
   b. Hard of hearing
   c. Deaf
   d. Speech impaired
   e. Visually handicapped
   f. Seriously emotionally disturbed
   g. Orthopedically impaired
   h. Other health impaired
   i. Deaf-blind
   j. Multi-handicapped
   k. Specific learning disability

2. The impairment or handicap, as defined below, requires instruction, services, or both which cannot be provided with modification of the regular school program.

   EC 56026 (b)

   A pupil shall not be referred for special education until the resources of the regular education program have been considered and, where appropriate, utilized.

   EC 56303

3. The impairment or handicap is not due primarily to:

   EC 56026 (e)

   a. unfamiliarity with the English language
   b. temporary physical disabilities
   c. social maladjustment
   d. environmental, cultural, or economic factors

4. Falls within the following age ranges:

   EC 56026

   a. 0 years - 3 years
      If the child requires intensive special education services, then these services may be provided. (The district is not required by law to provide these services. Help should be offered in seeking other community resources.)

      EC 56001

   b. 3 years - 4 years, 9 months
      If the child requires intensive special education services, then these services shall be provided. (This district is required to secure services. Other community resources should be utilized whenever possible.)

c. 4 years, 9 months - 18 years
If a child is identified as an IWEN by the IEPT, then the needed services must be provided.

EC 56001 (con't.)

d. 19 years - 21 years
If a pupil has been identified as eligible for or has been enrolled in a special education program prior to his 19th birthday, then he may continue the program in order to complete the prescribed course of study and to meet the IEP differential proficiency standards. Any such person who becomes 22 while in the program may complete the current school year.

B. Definition of Specific Handicaps

The primary handicaps serviced in the district program continium are:

1. Mentally retarded
2. Seriously emotionally disturbed
3. Specific learning disability

They are defined in the law as follows:

34CFR300.5(b)
34CFR300.5 (b)(4)

1. Mentally retarded means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

   Since the Larry P. decision, single intelligence test scores cannot be used to indicate subaverage general intellectual functioning.

   Larry P. Case

   Thus, a student qualifying under the mentally retarded handicap should have (1) test results showing test age level scores significantly lower than his chronological age in several individual learning (as opposed to academic) skill areas (ie. language, psychomotor skills, abstract-thinking, etc.) Age scores for learning skills areas should be consistently low. One or two low scores amidst average scores would be more indicative of specific learning disabilities. (2) delayed adaptive behavior, and (3) a developmental history indicating delays. These delays must not be primarily due to cultural, environmental, language, or economic disadvantages.

   MUSD Guidelines 3/81

   EC 56026 (e)

2. Seriously emotionally disturbed (SED) is defined as follows:
   (i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
   (A) An inability to learn which cannot be explained by by intellectual, sensory, or health factors;
   (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
   (C) Inappropriate types of behavior or feelings under normal circumstances; (abnormal when compared to peer and culturally similar groups.)

   34CFR300.5

(D) A general pervasive (and inappropriate) mood of unhappiness or drepression; or
(E) A tendency to develop physical symptoms or fear associated with personal or school problems.
(ii) The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are also seriously emotionally disturbed.

34CFR300.5
(b)(8)
(con't.)

It is vital to consider, in addition, that an SED student is one ...

(a) " ... who because of those impairments needs special education or related services."

34CFR300.5(a)

A pupil may have a handicapping condition and still not be a handicapped child for educational purposes if he can benefit from a regular education program or a modification of the regular education program.

LACASE Guidelines
12/80

(b) "... over a long period of time ..."

34CFR300.5(b)(8)

This eliminates behavioral characteristics that are in existence at present but have not been observed over a long period of time. The committee feels that the more severe the presenting behavior characteristics are, the less time they need to be observed in school. It is suggested that the Lanterman-Pretis-Short Act concerning involuntary hospitalization timelines for evaluation and intensive treatment be used as a general guideline for defining a temporary or short duration condition for pupils hospitalized. If hospitalization continues after this period of time, the assumption no longer applies and the element of "over a long period of time" needs to be reevaluated. The critical issue is to eliminate situational stress, crisis reaction or temporary adjustment problems. Age of onset is very important. See DSM III for definition of a Pervasive Developmental Disorder. The onset is from age 30 months to 12 years and appears to relate to SED.

LACASE Guidelines
12/80

(c) "... and to a marked degree, ..."

34CFR300.5(b)(8)

This element is present if the behavior is "life pervasive", meaning that the same behavioral characteristics are present in all situations and settings for the pupil including the school, community and home. If the behavioral characteristic is only present in one setting and not the other, it is not present to a marked degree.

LACASE Guidelines
12/80

(d) "... which adversely affects educational performance ..."

34CFR300.5(b)(8)

A pupil may have all of the behavioral characteristics listed above and still not be a handicapped child unless an evaluation shows that they adversely effect educational performance. To evaluate this element it is suggested that:

LACASE Guidelines
12/80

1. it be measured by standarized achievement tests reported in standard scores and compared to ability, or
2. performance in the classroom be documented and evaluated by the assessment team.

LACASE Guidelines 12/80

(e) When available, psychiatric diagnosis should be considered in evaluating a pupil for Special Education. Psychological processes that relate to learning shall be identified in the diagnosis. The impact on learning for the individual pupil shall then be evaluated based on educational history and performance.

DSM III: THE DIAGNOSTIC NOMENCLATURE:

List of Mental Disorders and Their Code Numbers

Many psychiatric labels such as "personality disorder" and "adjustment reaction to childhood/adolesence" would not necessarily qualify a pupil for special education and require careful consideration. The diagnostic groupings which would fall in this category are:

1. The following DSM III categories would generally be considered emotional disorders, but would not usually affect school progress and, therefore, not qualify a student for special education:
   - ° Affective Disorders
   - ° Personality Disorders
   - ° Eating Disorders
   - ° Conduct Disorder, Undersocialized
   - ° Anxiety Disorders
2. The following DSM III categories would in many cases be indicators of environmental or social maladjustment and, therefore, not qualify a student for special education:
   - ° V71.02 Childhood or Adolescent Antisocial Behavior
   - ° Other "V" categories
   - ° 301.70 Antisocial Personality
   - ° Conduct Disorders, particularly
     - 312.23 Socialized, agressive
     - 312.21 Socialized, non-aggressive

34CFR300.5(b)(8)

As stated previously, the listed behavior disorders do not automatically qualify a pupil for Special Education under the SED handicap. A student with one of these disorders would qualify for special education as SED only if he also met one or more of the characteristic listed in B-2 (page V-3) of this section.

3. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfection or diminished ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain disfunctions, dyslexia, and development aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps or mental retardation, or of environmental, cultural, or economic disadvantage. 34CFR300.5(b)(8)

This category would include students diagnosed at "Attention Deficit Disorder" (with or without hyperactivity as described in the DSM III, 314.00 and 314.01)

California law interprets this by defining a specific learning disability as: "A severe discrepancy exists between the intellectual ability and achievements in one or more of the following academic areas:

(a) oral expression
(b) listening comprehension
(c) written expression
(d) basic reading skills
(e) reading comprehension
(f) mathematics calculation
(g) mathematics reasoning"

Thus, a student may be functioning 2 or more years below his grade level placement, but he would not qualify for special education under the LD handicap unless his present academic functioning levels is significantly below his measured intellectual potential. The fundamental question becomes: "Is the child's present functioning level commensurate with his ability?"

Standardized scores in these areas should be at least: MUSD Guidelines 3/81
(a) One year below expected functioning level for grades K-2
(b) Two years below expected functioning level for grades 3-6
(c) Three years below expected functioning level for grades 7-12

This discrepancy should not be due to environmental, cultural, or economic disadvantage (See Section C on Ineligibility). EC 56076(e)

C. Ineligibility Criteria

As mentioned in the "Definition of an IWEN" section, an impairment or handicap cannot be primarily due to:

a. unfamiliarity with the English language EC 56026 (e)
b. temporary physical disabilities
c. social maladjustment
d. environmental, cultural, or economic factors

The following elaboration is offered to clarify (c) social maladjustment and (d) environmental, cultural, and economic influences:

1. Social Maladjustment
The following characteristics may indicate social maladjustment, which does not qualify a student for special education unless he is otherwise handicapped:

   a. Has discipline problems warranting suspension or expulsion such as: continued willful disobedience, habitual profanity or vulgarity, open and persistent defiance of the authority of school personnel, assault or battery upon a student or school personnel, or use of force or violence. EC 48900

   b. May show: leadership qualities in a gang or drug culture, social competency within his own subculture rules, the ability to function in school although not "successfully" by general community standards. (In other words, is not helpless, confused, or disoriented in the school or community), and inappropriate behaviors that the parent is unable to control LACASE Guidelines 12/80

   c. May be placed in a psychiatric hospital by a parent or social agency for a variety of problems including drug usage or runaway. These decisions concerning the custody and control of children are made apart from psycho-educational decisions that a district is obligated to make under federal and state laws.

BEHAVIORAL SYMPTOMS FOR
SEVERELY EMOTIONALLY DISTURBED (SED)
VS
SOCIALLY MALADJUSTED (SM)

S.E.D.	S.M.
a. Inadequate/non-functional/non-reciprocal peer relationships. For example: Failure to establish a normal degree of affection, empathy, or bond with others, does not extend himself or herself to others even when no immediate advantage is likely, does not avoid blaming or informing on companions, does not show concerns for the welfare of friends of campanions.	a. Adequate/functional/reciprocal peer relationships as evidenced by social attachments to others as indicated, by one or more of the following behavior patterns: (1) extends himself or herself to others even when no immediate advantage is likely, (2) avoids blaming or informing on companions, (3) shows concern for the welfare of friends or companions.
b. Manifestation of guilt after inappropriate behavior	b. No manifestation of guilt after inappropriate behavior.
c. Displays behavior indicating inadequate/non-existent/inaccurate concept of self worth, ie., doesn't stand up for his own rights, belittles self, is often victimized.	c. Displays behavior indicating adequate concept of self worth, ie., defends own rights, makes positive statements about accomplishments, is not often victimized.
d. Displaces responsibility for actions on others, environment, objects and/or events.	d. Is aware of responsibility for action but may not admit to it, unless it is to his advantage.
e. Unpredictable or over-reaction to minor situations. May be extreme withdrawal or aggression.	e. Appropriate reaction to minor situations.
f. Stereotypical and/or dearth of reactions to a variety of situations and people.	f. Specific reactions to different situations and people.
g. Incoherence, marked loosening of associations, markedly illogical thinking, or marked poverty of content of speech if associated with at least one of the following: 1. blunted, flat, or inappropriate affect. 2. delusions or hallucinations. 3. catatonic or other grossly disorganized behavior.	g. Lack of incoherence, marked loosening of associations, etc. Presence of adequate reality testing.
h. Ritualistic behavior, obsessiveness/compulsiveness which interferes with being able to function in an appropriate manner at home or in the community. Lack of ability to accept changes.	h. Lack of ritualistic behavior, obessiveness/cumpulsiveness. Ability to adapt to changes.

S.E.D.	S.M.
i. Pervasiveness of symptoms most frequently experienced in all phases of student's life to school, home, and community.	i. Problem manifests itself in symptoms frequently not manifested in all phases of student's life only (ie., only school).
j. Persistance of problem over long duration, as evidenced by school and medical records, parent interviews, etc.	j. Has characteristics of being episodic or situational.
k. Irrational (phobic) avoidance of specific objects or situations.	k. No avoidance of specific objects or situations.
l. Excessive dependency on people, symbols or systems in order to appropriately function.	l. Can function reasonably independent of people, symbols or systems.
m. Agressive outbursts are not consciously controlled.	m. Aggressive outbursts are generally premeditated and situation specific.

Resource: Office of Riverside County Superintendent of Schools
Division of Special Schools and Services

2. Environmental, cultural, and ecomonic influences:
The following factors may be used as a guide in determining environmental, non-English language, cultural, or economic influences:

MUSD Guidelines
3/81

a. Environmental handicaps
   - limited experiential background
   - irregular attendance
   - transiency in elementary school years (at least 3 moves)
   - a home situation affording little enrichment opportunity
   - home responsibilities interfering with learning activities

b. Non-English language handicaps
   - lack of profiency in English language
   - limited opportunity to acquire depth in English
   - non-standard English constituting a barrier to learning

c. Cultural handicaps
   - limited experiences in dominant culture
   - few experiences in any culture which stimulate intellectual or academic growth
   - subculture standards in conflict with dominant culture standards (ie: school success is not seen as important)

d. Economic Handicaps
   - qualifies for free or partial lunch
   - residence in a depressed economic area
   - low family income at a subsistence level
   - necessary pupil employment interferes with learning opportunities
   - family unable to affort enrichment materials and experiences

SPECIAL EDUCATION PROGRAM PLACEMENT CRITERIA

Master Plan states: "Individuals with exceptional needs are offered special assistance programs which promote maximum interaction with the general school population in a manner which is appropriate to the needs of both".

SB 1870
EC 56001

The child's Individualized Education Program Team, utilizing assessment information, is responsible for exploring and finding the most appropriate placement and services necessary to meet the goals and objectives developed for the child.

EC 56343b

Special education provides a full continuum of program options. When modifications of the regular program do not meet the needs of the child, the following educational settings are available:

EC 56031

A. Regular class with DIS
B. Regular class with RSP
C. Special Day Class - at regular school site
D. Special Day Class - at separate site/county
E. State School
F. Non-Public School Placements

DIS may be provided, as needed, in each of the above settings. Other related services are offered only when they are necessary in order for a child to benefit from special education placement.

A. Regular Class with DIS

If an IWEN cannot succeed in a modified regular education program, then DIS programs can be considered. The following designated instruction and services (DIS) are allowed by California Education Code: EC 56363

1. Language, Speech Development and Remediation
2. Audiological Services
3. Vision Services and Therapy
4. Mobility Instruction
5. Instruction in the Home and/or Hopsital
6. Physical and Occupational Therapy
7. Adaptive Physical Education
8. Specialized Driver Training Instruction
9. Counseling and Guidance Services
10. Psychological Services
11. Parent Counseling and Training
12. Health and Nursing Services
13. School Social Worker Services
14. Specially Designed Vocational Education and Career Development
15. Supplemental Instruction and Services

Of the above mentioned services: (1) Language, Speech Development and Remediation: (14) Adaptive Physical Education, and (15) Supplemental Instruction and Services are allocated for provision by employees of the Monrovia Unified School District. Other services, as required for a student to benefit from Special Education, are offered as a related service.

(1) Language, Speech Development and Remediation

34CFR300.13

Pupils with disorders of speech and language of such severity that they cannot be met by modifying the pupil's instruction setting.

(14) Adaptive Physical Education

CAC 3051.5

PL 94-142
CAC (2)a.307

Designated instruction and service in adaptive physical education is for individuals with exceptional needs who have physical disabilities which require developmental or corrective instruction and which preclude their participation in the activities of the general physical education program even with the use of supplementary aids and services or in a specially designed physical education program in a special class.

(15) Supplemental Instruction and Services

CAC 3051.15

Individual and small group instruction and services may be provided when no other appropriate program is available. Note-taking, interpreting, transcribing, and reader services may be provided when the student is unable to benefit from education without such services.

B. Regular Class with Resource Specialist Program (RSP)

EC 56362

If a modified regular program and/or DIS services cannot meet the needs of an IWEN, then the RSP program can be considered. The Resource Specialist Program would serve those IWEN's with mild handicaps who are able to be integrated into the regular classroom for a majority of a school day.

The Resource Specialist Program would provide, as needed:

EC 56362

1. instruction and services
2. information and assistance to IWEN's and their parents
3. consultation, resource information, and material regarding an IWEN's needs to parent and regular staff members.
4. coordination of special education services with the regular school program.
5. emphasis at the secondary level on academic achievement, career and vocational development, and preparation for adult life.

Extended year: Extended year special education programs are available for RSP pupils only when the IEP Team determines a need for SDC services during the extended session. Such individuals should have handicaps which qualify a student for SDC placement and are likely to continue indefinitely or for a prolonged period and/or subject to regression as the result of interruption of educational programming.

CAC 3043
MUSD Guidelines

C. Special Day Class - at regular school site

CAC 3053

EC 56364

Special day class placement can be considered only if the IWEN cannot be integrated into the regular classroom for a majority of the school day. Special classes and other removal of individuals with educational needs from the regular education environment shall occur only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Special class provides a self-contained environment for individuals with exceptional needs who are:

1. unable to profit educationally from less restrictive special education program alternatives, and
2. individuals requiring intensive educational services in a structured environment for the purpose of ameliorating their identified handicapping conditions.

Special Day Classes (SDC) pupils are grouped according to instructional needs. In Monrovia Unified School District the following Special Day Class groupings are offered:

1. SDC - For IWEN's who require an intensive and highly structured academic program which includes adaptations of materials and instruction in order to meet individual learning needs.
2. SDC:DLD - For IWEN's with a Developmental Learning Delay or several learning disabilities who require a slowly paced academic instructional program and emphasis on personal, social, and vocational competencies.

CAC 3043

Entended Year - Special Education programs for SDC services shall be provided on an extended year basis for each Special Day Class IWEN who has unique needs and requires special education in excess of regular academic year. Such individuals should have handicaps which are likely to continue indefinitely or for a prolonged period and/or are subject to regression as the result of interruption of educational programming.

D. Special Day Class - Special Center

A special center is a program for low incidence handicaps. The SCC intensive educational and physical care for individuals with intensive needs who are unable to benefit from a special class or other special education program alternatives. EC 56364

Eligibility includes:

1. those who may need immediate access to medical service not normally available to special classes and have the need for special equipment and/or facilities,
2. those who may be a danger to self or others hif placed in a special class or other program alternative,
3. those who may require a disproportionate amount of care such that an appropriate educational program cannot be implemented within a special class.

Special Day Class - Special Center programs are available through other districts within the West San Gabriel Valley Consortium for the following handicaps:

1. SLD/A
2. OH
3. VH
4. D/HH
5. MH
6. SED
7. Autistic

E. State Special Schools

For those students requiring in-depth diagnostic service or residential placement for sensory impaired: EC 56367

1. schools for the deaf EC 59020
2. schools for the blind EC 59120
3. schools for the neurologically handicapped EC 99220

F. Non-Public Schools

Non-public, non-sectarian school services shall be provided only when no appropriate public education program is available either within the district or in a program operated by another public education agency. Every effort shall be made to utilize public school or non-public, non-sectarian schools within the State before contracting with a non-public, non-sectarian school outside the state of California.

EC 56365

Non-public school placement may be deemed appropriate when one or more of the following conditions apply:

CAC 3061

1. An individual's handicaps are compounded by other conditions so severe that the individual requires educational and related services and/or facilities which cannot be provided by the public education agency.
2. An individual's previous placement within the public education agency's special education program has been determined by the IEP Team to be unsuccessful and further modification of the program or alternative public school placement is not possible.
3. Because of the uniqueness of the individual's educational needs, the public education agency is unable to meet the requirements of the IEP.
4. When no appropriate public special education program is available.
5. Because of the sparsity of population, it is unreasonable to initiate a program for a limited number of individuals.

Individuals may be placed in nonpublic residential programs to meet their specific educational needs when no appropriate day program is available in either a public or nonpublic school within a reasonable distance from the home of the individual, or the individual requires education or related interventions by multidisciplinary personnel which cannot normally be provided in a day program.

Contracts with nonpublic schools maybe terminated for cause. Such cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to such a change.

EC 56366

Related Services

Related services are supportive services that may be required to assist a handicapped child to benefit from special education.

PL 94-142
34CFR300.13

Related services may include but are not limited to:

statement MP-2

1. Medical assissment/diagnosis when required as a condition for receiving special education and or when requested by the public education planning team, and

2. Psychotherapy where it is required for a child to benefit from special education.

Although many students could profit from psychotherapy, it will be provided by the district only when there is definite evidence that the child will not benefit from Special Education without such service. However, verbal recommendation for counseling may be made for parent consideration. Such service would be at the parent's expense.

VI. IEP DEVELOPMENT

THE ROLE OF THE IEP

The Individualized Education Program is a written document, developed by school specialists and parents, which translates student assessment information into a practical plan for specialized instruction and individualized remedial services. It specifies how the individual student is to progress in all deficit skill areas.

At the Individualized Education Program Team Meeting:

- assessment data is presented and evaluated
- competencies and needs are delineated
- eligibility is determined
- specific interventions are planned
- required special education programs and related services are identified

In simple terms, the IEP tells us five important things about each student:

1. where the student is now (present levels of performance)
2. where the student should be going (goals)
3. how the student will get there (objectives)
4. how long it might take to get there (objective dates)
5. how you will know when the student has arrived (objective measures)

The four stages of IEP development include: initital assessment and planning/placement, implementation and ongoing evaluation, annual review, and other revisions/modification as needed.

PURPOSE OF THE IEP TEAM MEETING

EC 56343

An individualized education program team shall meet whenever any of the following occur:

1. A pupil has received a formal assessment.
2. The pupil's placement, instruction, services, or any combination thereof, as specified in the individualized educational program,is to be developed or changed in any way.
3. The student has been recommended for dismissal from special education.
4. The pupil demonstrates a lack of anticipated progress.
5. The parent or teacher requests a meeting to develop, review or revise the individualized education program.
6. At least annually, to review the pupil's progress, the individualized education program, and the appropriateness of placement, and to make any necessary revisions.

EC 56344

The team will meet within 50 days of the receipt of the consent for assessment.

For any referral made 20 days prior to the end of the school year, an individualized education meeting shall be held within 30 days after the school year begins.

CRITICAL COMPONENTS OF THE IEP

The IEP format contains but is not limited to the following elements:

34CFR300.346
EC 56345

1. Present levels of pupil's educational performance-- including both formal test scores, operational descriptions of skills and deficits and observational data. (Summarized on Student Appraisal Report)
2. Annual goals including instructional objectives in any or all of the six (6) following areas as needed: (1) academic achievement, (2) social/behavioral/emotional, (3) psychomotor, (4) vocational, (5) language, and (6) health/hygiene.
3. Specific education instruction and services required. (Placement)
4. Extent to which the individual will be able to participate in regular program.
5. Projected date for initiation and anticipated duration of such programs and services.
6. Appropriate objective criteria evaluation procedures, and schedule for monitoring instructional objectives.
7. A transition plan if the student is moving to a less restrictive environment from a more protective setting (e.g. from Special Day Class to Resource Specialist Program).
8. An interim service plan if all services specified in the IEP cannot be immediately delivered--subject to written parent approval.
9. Vocational/career objectives for secondary students.
10. Indication regarding the potential need for differential proficiency requirements,differential proficiency standards for secondary student as required.

EC 51215(d)

MEMBERS OF THE IEP PLANNING TEAM

Team members include but are not limited to the following persons:

34CFR300.540
EC 56341

1. The school site Administrator or Designee and/or the Coordinator of Pupil Services.

2. An experienced special education teacher, familiar with the areas of suspected disability.

3. The student's current, referring teacher.

4. One or both of the student's parent, representative selected by the parent, or both.

5. School psychologist and any other specialists who have contributed to the assessment.

6. When appropriate, the team may also include:

   a. school nurse
   b. the individual with exceptional needs
   c. representative of nonpublic and public schools and/or agencies or state schools
   d. a translator whenever needed to communicate in the primary language of the parent.
   e. the counselor and a special education teacher from another local Monrovia school to which a student transfer is anticipated.
   f. other individuals at the discretion of the district or parent.

GUIDELINES FOR CHAIRING AN IEP TEAM MEETING

MUSD Guidelines

There are two main purposes of the Individualized Educational Program Team Meeting: (1) to facilitate a group process of information-sharing, decision-making, and planning which leads to the IEP, and (2) to develop the IEP in correct and legal form. The following suggestions are offered for the IEP Team Meeting agenda:

1. Introduction: Introduce everyone present, making sure that the parent understands each staff member's involvement with the student.

2. Purpose of the Meeting: State the basic purpose of the meeting; to review and summarize assessment finding on the student and work together during the next 45-60 minutes to develop a plan that will help him/her to be more successful here at school.

   Set as informal an atmosphere as possible--invite participants to stop the group at any point and ask questions, add comments, request clarification.

   NOTE: Try to facilitate the use of as much plain English (or Spanish) as possible, and encourage team members to avoid educational or psychological jargon. If anyone uses very technical language, feel free to ask him/her to explain further. For example: "cound you explain what a deficit in auditory discrimination and processing skills has to do with his reading problems?" (This is particularly important when you sense that the parent does not understand what is being said.)

3. Parent Rights: Review and summarize the essential parent rights and due process procedures.

4. Current Levels of Performance: Ask each member of the team for summary input regarding the student:
   a. Nurse - health & developmental history, summary of current health status.
   b. Regular classroom teacher - review current academic work social behavior, special needs, strengths, any other relevant information.
   c. Parent - ask him/her to share how he/she sees the student functioning in school and at home, what appears to be the student's priority needs, what are the particular concerns to share with the team, what does he/she wish to see happen for this child, etc.
   d. Special Education teacher - ask for input regarding behavioral observations, assessment results, diagnostic teaching strategies attempted during classroom visits, special concerns about this student.

e. Counselor - share observations & contacts to date with this student.
f. Psychologist - summarize assessment data, state priority needs and suggest eligibility statement.
g. Other input as appropriate

Discuss student's specific needs and complete Section C, writing C for current needs and P for previous needs and checking appropriate areas.

5. Target Behaviors, Goals, and Objectives: Develop or review/revise the Target Behaviors (baseline, specific statements), goals and objectives on page 2 of the IEP. Make certain that the Target Behaviors specify where the child is going and how it will be measured. Write Goals and Objectives for each area in Section C which is marked as a current need.

6. Eligibility: Mark Section D of the IEP form as appropriate. Be certain to check the handicapping area of the child is eligible.

7. Placement: Review each of the possible program placement alternatives and bring the group to a consensus as to the most appropriate option. Check the appropriate box in Section E. Comment on any option seriously considered and rejected on the last line of Section E.

   Be certain to mark the subject area placements for RSP placements.

   Discuss and note the extent of student's participation in the regular program.

   Determine P.E. needs and check appropriate option in Section E. Whenever possible it is most desirable that a student in special education participate with age-appropriate peers in the regular physical education program, even if such participation requires some special modifications.

   Discuss any needs for Designated Instruction Services and note the frequency of such services.

8. Proficiency requirements: Check as appropriate in Section F of the IEP. See Chapter VII of this guide for further details.

9. Signatures: Ask everyone present to sign in Section H on page 1 and explain that this signature indicates their participation in this meeting and agreement with the plan. The parent must also sign in Section G and initial approval or non-approval of aspects of the plan.

10. Closure: Answer any other questions the parent may have, particularly about rights and due process. Thank everyone for coming and adjourn the meeting. Ensure that the white copy of the IEP is forwarded to Pupil Services.

A Word About the Use of an Interpreter

An interpreter is essential whenever a non-English speaking parent participates in an IEP meeting. The meeting should still continue in English, with frequent pauses for the interpreter to add the oral translations for the parent.

Date of Meeting: ____________

☐ *Initial*

☐ *Review*

Monrovia Unified School District

INDIVIDUALIZED EDUCATION PROGRAM

A. STUDENT IDENTIFICATION

Primary Language: Home________ Pupil________ Ethnic________

Student________________ Birthdate__________ Age____ Sex_____ Present Grade____ School__________ Home School__________

Parent________________ Address________________________ Home Phone__________ Work Phone__________

B. PARENT/GUARDIAN ATTENDANCE

☐ Present ☐ Not Present

Comments (if applicable): ____

Permission granted to proceed without parent attendance: ☐ Yes ☐ No Rescheduled once: *(Previous date)* ______ ______________

Parent will be advised of Committee decisions no later than:

Date(s): ____________ ____________ ____________ *Date(s) Parents contacted for signature:*

by: (Name) ____________________________ ____________ ____________ ____________

☐ *Signature in "G" below.* ☐ *Signature on Form 518, attached.*

C. CURRENT LEVELS OF PERFORMANCE *(See attached Student Appraisal Report.)*

PRIORITIZED LEARNING NEEDS: P = Previous IEP needs C = Current IEP needs

☐ ACADEMIC
- ___ Reading
  - __ *Decoding skills*
  - __ *Comprehension*
- ___ Math
  - __ *Concepts*
  - __ *Computation*
  - __ *Application*
- ___ Written Language
  - __ *Grammar*
  - __ *Expression*
  - __ *Spelling*

☐ PSYCHOMOTOR
- ___ Fine motor
- ___ Gross motor
- ___ Visual motor

☐ LANGUAGE
- ___ Expressive
- ___ Receptive
- ___ Syntax
- ___ Articulation
- ___ Voice
- ___ Fluency
- ___ Memory

☐ HEALTH/HYGIENE
- ___ Grooming
- ___ Vision
- ___ Hearing
- ___ Other Medical

____
(specify)

☐ SOCIAL/BEHAVIORAL/EMOTIONAL
- ___ Peer/Adult relationships
- ___ Group Interaction skills
- ___ Study Skills *(task completion, attention span, listening)*
- ___ Self-responsibility
- ___ Self-confidence
- ___ Self-concept
- ___ Impulse control
- ___ Other: ______________

☐ VOCATIONAL/SELF-HELP
- ___ Responsible behaviors
- ___ Vocational/career *(Required: secondary)*
- ___ Attendance
- ___ Knowledge of environment *(address, phone, etc.)*

NOTE: *PLEASE COMPLETE PAGE 2 Before Completing the Remainder of This Page.*

D. ELIGIBILITY AS AN INDIVIDUAL WITH EXCEPTIONAL NEEDS

___ Does not meet eligibility criteria for handicaps considered.

___ Specific eligibility undetermined; recommend: ______________________________

___ Meets eligibility criteria as indicated: ☐ Learning Disability ☐ Developmental Learning Delay

☐ Emotional Interference ☐ Other: *(specify)* ______________

E. GRAM AND SERVICES (Placement)

☐ Regular Class ____________________

☐ Resource Specialist Program: *Hrs.* _____ *Site* __________
- 1st subject: __________ __________
- 2nd subject: __________ __________
- 3rd subject: __________ __________

☐ Special Class ____________________ *Site* __________

___ Special class, extended year, summer, 19____

☐ Other *(Specify)*: ____________________

☐ Related Services/Designated Instruction Services *(Report and IEP must be attached.)*

	Hours per Week
___ Language/Speech	______
___ Supplemental Instruction and Services	______
___ Other *(Specify)* ____________________	______

☐ Physical Education

___ Regular ___ Modified	______
___ Adaptive	______

Extent of time in regular program: *(Identify activities/classes)* ____________________

Service begins: __________ Review Date: __________ Projected Duration of Services: __________

Rationale for least restrictive environment: ____________________

Exceptions to service dates and/or special arrangements: ____________________

F. PROFICIENCY REQUIREMENTS *(in addition to completing District course requirements)*

☐ Can meet regular proficiency standards in: ___ Reading ___ Math ___ Written language

☐ Modifications in test format/procedures required *(Specify)*: ____________________

☐ Differential Standards *may* be needed in: ___ Reading ___ Math ___ Written Language

☐ Differential Standards *are* needed in: ___ Reading ___ Math ___ Written Language

___ To be developed at later date. ___ Attached ___ Specified in Goals/Objectives

___ Other: ____________________

G. PARENT AGREEMENT/AFFIRMATION/REQUESTS

I agree or disagree with decisions in each of the following areas:	*(Please initial)* AGREE	DISAGREE
a. Assessment *(Student Appraisal Report)*	____	____
b. Current Needs *(Section C)*	____	____
c. Eligibility *(Section D)*	____	____
d. Goals & Objectives *(Pg.2-Implementation of IEP)*	____	____
e. Placement *(Section E)*	____	____

☐ I affirm that I have received a copy of the *PARENT RIGHTS AND APPEAL PROCEDURES.*

☐ I request a review of the areas in which I disagree.

☐ I request that my child be in a Regular Program with *no* Special Education Services.

____________________ / __________

PARENT SIGNATURE *DATE*

H. COMMITTEE SIGNATURES *(Indicates Agreement with IEP)*

	Signature/Date		Signature/Date
		Counselor	________ / ____
Teacher	________ / ____	Principal/Designee	________ / ____
Specialist	________ / ____	Other	________ / ____
Spec. Ed. Teacher	________ / ____	Other	________ / ____
Psychologist	________ / ____	Other	________ / ____

Name of Student ______________________________ Date ______________

Page 2
(Use insert sheet(s)
as needed)

TARGET BEHAVIORS (please be specific)	ANNUAL GOALS AND SHORT TERM OBJECTIVES (Based on needs identified on Page 1, Section C)	MEASURED BY				PROJECTED DATE OF ACCOMPLISHMENT	EVALUATION	
		OBSERVATION	PRE/POST TEST	WORK SAMPLE	OTHER		DATE OBJECTIVE MET	IN PROGRESS
	GOAL: TO IMPROVE IN ______________________ OBJECTIVE(S): THE ABOVE STUDENT WILL: IMPLEMENTED BY: ______________________							
	GOAL: TO IMPROVE IN ______________________ OBJECTIVE(S): THE ABOVE STUDENT WILL: IMPLEMENTED BY: ______________________							

GOAL: TO IMPROVE IN ____________________

OBJECTIVE(S): THE ABOVE STUDENT WILL:

IMPLEMENTED BY: ____________________

GOAL: TO IMPROVE IN ____________________

OBJECTIVE(S): THE ABOVE STUDENT WILL:

IMPLEMENTED BY: ____________________

GOAL: TO IMPROVE IN ____________________

OBJECTIVE(S): THE ABOVE STUDENT WILL:

IMPLEMENTED BY: ____________________

MUSD 660 2 (7/81)

VII. DIFFERENTIAL PROFICIENCIES

DIFFERENTIAL PROFICIENCY STANDARDS

Monrovia Unified School District
Differential Proficiency Standards Committee

Penny Taylor	John Shirk
Eileen Bunch	Louise Taylor

May 12, 1981
Pupil Services

I. Legal Basis

AB 65 and AB 3369 provide for differential graduation standards for individuals with learning disabilities. Such differential standards need to be set for identified students with exceptional needs when the severity of the disabling condition(s) is sufficient to preclude their being able to meet the performance standards required of the general school population. These identified students shall have an Individualized Education Program (IEP) prepared for them by the IEP Team based on an individual assessment and diagnosis.

EC 51215
EC 56345

II. District Intent

All pupils of the district are encouraged to strive to attain mastery of the established proficiency standards in the areas of reading comprehension, mathematics, and written communication.

Therefore, only those special education students with a handicapping condition which prohibits their reaching these standards will be considered for differential standards. Modifications of the testing procedures and the test format will be considered before any change in standards is deemed necessary.

EC 51215(6)

III. Eligibility for Differential Standards

A. Differential Standards and Assessment Modifications may be considered for pupils who:

EC 51215
EC 56000

1. Are enrolled in special education programs — EC 51215(1A)
2. Are identified as individuals with exceptional needs (IWENS) but are placed in a modified regular class program — EC 51215(1A)
3. Have been previously placed in a special education program — EC 51215(5)

B. Differential Standards and Assessment Modifications will be developed only for pupils who have been identified by the IEP Team as unable (because of a severe learning disability or other handicap) to attain the District's regular proficiency standards.

EC 51215(1B)

IV. Responsibility for Differential Proficiency Standard Development and Modification

EC 51215

Each time the IEP Team meets, it must consider a special education student's eligibility for differential standards or modifications and, as appropriate, develop, review, or revise these differential standards or modifications. The IEP Team shall include, but not be limited to,the following:

A. A representative designated by the administration who may be an administrator or counselor who is knowledgeable of regular as well as specialized graduation requirements.

B. An appropriate special education teacher or psychologist familiar with the student's current assessment and school progress.

C. One of the student's present special and/or regular teachers, or if the student does not have a special or regular teacher, a special education teacher qualified to teach a student of his or her age.

D. One or both of the student's parents, a representative selected by the parent or both.

When appropriate, the team shall also include:

E. The student.

F. Other individuals at the discretion of the parent or school district.

V. Continuum of Proficiency Assessment Procedures for Special Education

The IEP Team must consider proficiency requirements for each special education pupil. It is the intent of the district that all pupils be encouraged to meet the regular proficiency standards. The following continuum presents the order in which proficiency assessment procedures will be considered:

A. Regular proficiency standards, no modification necessary.

B. Regular proficiency standards with modification in test procedures.

C. Regular proficiency standards with modifications in test format.

D. Differential standards which may also involve modifications in procedures or format.

The following suggestions may be considered for Sections B, C, and D:

B. Modifications in test procedures may include;

1. Extending time limits
2. Administering the proficiency test individually or in small groups.
3. Altering the mode of pupil response - (i.e. use of tape recorder; student gives responses orally to a recorder)
4. Altering the mode of test administration - (i.e. test read to student or record on tape)
5. Change of test site

C. Modifications in test format may include:

1. Reducing the number of items per page
2. Allowing for more space on a page between columns and problems
3. Placing of math problems on graph paper
4. Using larger print or other enlarging procedures
5. Using alternatives to standard answer sheet
6. Placing all materials needed to answer each question on the same page
7. Change in vocabulary

D. Differential Standards

If the differential proficiency standard option is selected, such standards will be approved and adopted by the legally constituted IEP Team which includes the pupil's parent and pupil where appropriate.

Differential proficiency objectives are to be stated in measurable terms and specify how and by whom the differential proficiency objectives are to be measured. A record is to be kept by the special education teacher indicating when and how differential proficiency objectives were measured and whether such objectives were passed. failed or further modified.

MUSD Board Policy
5127.2

The following standards identify areas in which pupils are expected to show proficiency:

1. Recognize reading vocabulary necessary to function in society including:
    a. Sight words
    b. The relationship between the printed symbol and its sound
    c. The relationship between variant sounds of letters and letter combinations and their printed symbols
    d. Application of basic phonic generalizations
    e. Syllables
    f. Compound words and their elements
    g. Modification of root words by affixes
    h. Simple contractions
    i. Context clues
    j. Synonyms, antonyms and homonyms

2. Read and comprehend materials necessary to function in society including:
    a. Identifying main idea
    b. Identifying supporting details
    c. Identifying sequence of events and ideas
    d. Gaining information by drawing conclusions
    e. Understanding cause and effect relationships
    f. Discriminating between fact and fiction

3. Follow written directions and use the study and locational skills necessary to function in wociety including:
    a. Written directions
    b. Alphabetizing
    c. Guide words
    d. Entry words and definitions
    e. Table of contents
    f. Index
    g. Glossary

- h. Maps
- i. Tables
- j. Graphs
- k. Encyclopedia
- l. Atlas

4. Achieve competency in writing an effective composition which demonstrates:
   - a. Coherence
   - b. Legibility
   - c. Correct spelling
   - d. Variety in sentence structure
   - e. Standard English
   - f. Correct capitalization
   - g. Correct punctuation
   - h. Appropriate vocabulary

5. Demonstrate knowledge of rules of writing skills including:
   - a. Capitalization
   - b. Punctuation
   - c. Usage
   - d. Syntax (grammer)
   - e. Spelling

6. Use basic computational skills of addition, subtraction, multiplication, division, and ratio involving:
   - a. Whole numbers
   - b. Fractions
   - c. Decimals
   - d. Percents

7. Use basic measurement skills to calculate time and distance; compute area, volume and weight; and interpret a bar graph, a line graph, and tables, including:
   - a. Time
   - b. Distance
   - c. Area
   - d. Volume
   - e. Weight
   - f. Graphs and tables

8. Estimate

9. Recognize and use basic geometric concepts

Mastery level of basic proficiencies is determined by responding correctly to two (2) out of four (4) assessment items for each proficiency in reading, writing, and computational skills. Mastery level of the writing sample (composition) will be set at two (2) on a scale of five (5).

The objectives from the MUSD District Curriculum Guide represent a detailed task analysis of skills required for each of the above standards.

MUSD
Curriculum Guide

VI. Procedures by School Level

Special education pupils are to undergo initial proficiency testing at the same grade levels designated for the regular population. Special education pupils will also be tested during the dates specified for the regular population. However, the testing for special education pupils may extend beyond the completion date set for the regular population because of the time required to test some handicapped pupils.

Parent conferences for special education students who do not meet the regular proficiency standards shall be conducted according to district policy. These conferences may coincide with the annual IEP conferences.

MUSD Board Policies
5124.1
5124.2

A. Elementary and Middle School level procedures

At the elementary and middle school levels, proficiency test results provide diagnostic information regarding a pupil's educational progress. The Individual Education Program developed for elementary and middle school special education pupils is to reflect goals and objectives relevant to skill areas addressed by the district's proficiency test.

The legally constituted IEP Team, which includes the pupil's parent, indicates on the Individual Education Plan whether a differential mode (modification of procedures or format) of assessment is needed. Possible future need for differential standards is also noted.

B. High School Level

A legally constituted IEP Team which includes the pupil's parent and pupil where appropriate meets to select one of the following proficiency alternatives for a secondary special education pupil:

1. Regular district proficiency standards

2. Regular district proficiency standards with a significant modification in testing procedure

3. Regular district proficiency standards with a modification in test format to include applied performance testing and any change in test item vocabulary or other change which significantly affects the difficulty of a test question

4. Differential standards which may also involve significant modifications in testing procedure or format.

On a per pupil basis the IEP Team determines and writes the following on the high school pupil's IEP:

1. Areas (reading, math, writing) in which the pupil will be held to regular district proficiency standards.

2. Areas (reading, math, writing) in which major revisions in testing procedures or when affecting item will be made and the specific modifications required.

3. Areas (reading, math, writing) in which major revisions in the test format will be made and the specific modifications required.

4. Areas (reading, math, writing) in which differential proficiency standards are needed and objectives specifying how the differencial standards will be measured.

If significant modifications in testing procedures or test format for proficiency areas have been designated in a pupil's Individual Education Plan by an IEP Team, the special education teacher is to keep a record of all such modifications.

VII. Review of Proficiency Alternatives and Standards

At a minimum of once each school year, the Individual Education Program for all special education pupils is reviewed by an IEP Team which includes the pupil's parent/guardian and pupil where appropriate. For secondary special education pupils, the Individual Education Plan containing proficiency standards and assessment information for graduation can be revised at such an annual review. The written Individual Education Plan for secondary pupils is the record indicating whether proficiency standards, goals and objectives, or testing procedures have been modified by an IEP Team during the review process.

For elementary pupils, the annual review process can result in modifications of testing procedures and the goals and objectives contained in a pupil's Individual Education Program relating to skill areas addressed by the district's proficiency test. The written Individual Education Plan for elementary pupils is the record indicating whether goals and objectives or testing procedures have been modified by an IEP Team during the review process.

VIII. Continuation of Proficiency Requirements for Graduation - Special Education Pupils (Secondary)

If significant modification in testing procedures or format and/or differential standards in proficiency areas have been designated in a pupil's written Individual Education Plan, such graduation requirements may continue after a secondary pupil exits from a special education program if so specified in the pupil's Individual Education Plan.

The principal or his/her designee at each comprehensive high school and the principal of the continuation high school designate appropriate regular education personnel to carry out and record any significant modifications in testing procedure or format specified on the pupil's Individual Education Plan and to write, administer, and record testing results for differential proficiency objectives in proficiency areas designated on the pupil's Individual Education Plan.

IX. Specific Objectives

The objectives from the Mourovia Unified School District Curriculum Guide can be used as references in developing the objectives to be written in the pupil's IEP. The means of measuring the completion of an objective must be added.

At the elementary and middle school levels, the less advanced objectives may be employed as a means of moving a pupil toward the regular proficiency standard critieria. The more advanced objectives may be considered for high school students who require differential proficiency standards.

DIFFERENTIAL PROFICIENCY STANDARDS
PROCEDURES

STEPS	PERSON(S) RESPONSIBLE
I. Elementary & Middle School Levels	
A. Discuss with the parents:	A. IEP Team Chairperson
1. the requirements of proficiency standards for graduation, and	
2. the provision for test modifications and differential standards for special education students, where appropriate.	
B. Indicate in Section F on the IEP the projected needs of the student in terms of proficiency standards.	B. IEP Team Chairperson
II. High School Level	
A. Discuss with the parents:	A. IEP Team Chairperson
1. the requirement of proficiency standards for graduation, and	
2. the provision for test modifications and differential standards for special education students, where appropriate.	
B. For Freshman & Sophomores:	B. IEP Chairperson
1. Indicate in Section F on the IEP the projected needs of the student in terms of proficiency standards. Differential Proficiency Standards may be written in the Freshman or Sophomore years, but are not mandatory. Standards written early in high school can be revised as necessary at each subsequent IEP Team Review Meeting.	
C. For Juniors and Seniors:	
1. If the special education student is capable of attaining regular proficiency standards in any area, so indicate in Section F, line 1. (NOTE: a special education student does not qualify for differential proficiency merely because he has not attained regular standards, but only when he is unable to meet those standards due to his handicapping condition).	1. IEP Team determines need (The IEP Team should include the Special Education teacher, the Special Education counselor, the psychologist and the parent. Other personnel or the pupil can be invited as appropriate.)

STEPS	PERSON(S) RESPONSIBLE
2. If test format or test procedure modifications are needed, mark Section F, line 2, and specify the modifications needed.	2. IEP Team Chairperson
3. If differential standards are needed because of the student's handicap:	3. IEP Team Chairperson
(a) mark Section F, line 4, indicating the areas requiring differential standards.	
(b) check whether the differential standards are attached (on Differential Standards form MUSD-670) or specified in the Goals/Objectives portion of the IEP (pg. 2). If the differential standards are written on the goals/objectives form (IEP pg.2), then the projected date of accomplishment should read "for graduation". In addition, the Objectives line should read: "Objective(s): The above student will meet the following differential proficiency standards in order to graduate:" Then list the new standards in objective,measurable form.	
(c) insure that the differential standards are developed at the IEP Team Meeting and attached to the IEP.	

STEPS	PERSON(S) RESPONSIBLE
4. Lists of all senior students qualifying for differential standards, and a copy of these differential standards should be submitted to the high school proficiency secretary by November of the senior year. If standards have been met, this should be noted on the form.	4. Special Education Teacher
5. When a student passes the differential proficiency standards, this information should be given to the high school proficiency secretary. Actual proficiency tests, and/or dated teacher observations which provide proof that the standards were met, must be placed in the student's special education file.	5. Special Education Teacher
6. The list of special education seniors should be updated in April, indicating which differential proficiency standards were passed or not passed. This information is submitted to the high school proficiency secretary by April, and updated as necessary until graduation.	6. Special Education Teacher
7. The proficiency secretary will share the proficiency status of seniors with the special education counselor.	7. Proficiency Secretary

MONROVIA UNIFIED SCHOOL DISTRICT
Differential Proficiency Standards

Student Name ______________________________ Date __________ __________

Area ____

Proficiencies written by ______________________ Title ______________

In order to graduate, the student must:

1)

2)

3)

4)

5)

6)

MUSD-670

MONROVIA
UNIFIED SCHOOL DISTRICT
122 Linwood Avenue • Monrovia, Ca 91016
213/357-6033

MEMORANDUM

TO: Proficiency Secretary, M.H.S.

FROM: , Special Education Teacher

RE: Special Education seniors qualifying for differential proficiency standards

The following senior students qualify for differential proficiency standrads in the areas indicated. (D = differential standards; R = regular standards) A copy of their differential standards is attached for your records.

Student	Reading	Math	Writing	Writing Sample
Example: John Cant	D	R	D - P	R - P
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				

The "P" after the letter indicates that the student has passed the required proficiency standards.

CHART I

BACKGROUND AND RATIONALE FOR DIFFERENTIAL STANDARDS PROVISIONS OF AB 3369

BACKGROUND

AB 65 (1977)

§51215. ...Differential standards and assessment procedures may be adopted for pupils with diagnosed learning disabilities.

AB 2043 (1978)

§51215. Differential standards and assessment procedures may be adopted for pupils who:

(a) Are enrolled in special education programs pursuant to Part 30 (Section 56000), and

(b) Have diagnosed learning handicaps or disabilities that would preclude them from attaining the district's regular proficiency standards with appropriate educational services and support.

Any such differential standards shall be included in the individualized educational program developed for the pupil pursuant to Part 30 (Section 56000). For purposes of this section, the definition of learning handicaps or disabilities is not limited to pupils identified pursuant to Sections 56600, 56601, or 56302.

EDUCATIONAL RIGHTS

PL 94-142 (Education for All Handicapped Children Act of 1975) guarantees a "free and appropriate education for all handicapped children between the ages of 3-18 (to be extended to 3-21 by September, 1980). Included in the Act are requirements for the identification, location and unbiased assessment for unserved handicapped children, and for complete individualized education programs for all handicapped children in the least restrictive setting."

SB 1870 declares that "all individuals with exceptional needs have a right to participate in free appropriate public education and that special education instruction and services for these persons are needed in order to ensure them of the right to an appropriate educational opportunity to meet their unique needs."

CIVIL RIGHTS

PL 93-112 (Section 504 of the Rehabilitation Act of 1973) states that "...services, to be equally effective, are not required to produce the identical results of level of achievement for handicapped and nonhandicapped persons, but must afford handicapped persons equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's needs."

VIII. DISTRICT OFFICE MONITORING PROCEDURES

VIII. District Office Monitoring Procedures

MUSD Guidelines
10/81

All IEP's should be carefully reviewed by the Psychologist and/or special education teacher before the forms are submitted to Pupil Services. The Pupil Services Office makes further checks to insure complete records for each student. The following records are maintained:

A. Class Log

1. Class list

   a. If initial placement, add name, address, etc. to the appropriate class list or placement pending.

   b. If review, check accuracy of current information and change entry of "Review Date for next IEP" column. Enter appropriate date if a triennial evaluation was completed.

   c. If dismissal, remove name from list with a single line.

2. IEP Update Data

   Check to insure all of the following information is in the file and check off an "IEP Meeting Information: box on the outside cover of the IEP:

   ☐ Placement

   ☐ Objectives

   ☐ Objective dates

   ☐ Career/Vocational (required for secondary level)

   ☐ Proficiency requirements

   ☐ Parent Signature

   ☐ etc. -- as on IEP box

   If any of the necessary information or requirements are missing, send a note (checking the missing items) to the psychologist (or special education teacher) in charge of the case.

202

______________________ Type Class ______________ Room # __________ Year: 19____ - 19____ ______________________

Teacher

School

Student Name	Ethnic	Language	Handicap	Birthdate	Grade	Address	Phone	Parent/Guardian	Last date of Assessment	IEP Review Date		OLS		Program Recommended for next yr.	IEP Compliance X = Complete / = Incomplete	
												LAS	APT			
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
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19.																
20.																
21.																
22.																
23.																
24.																
25.																
26.																

PRIVATE SCHOOLS	Gr.	Birthdate	School of Attendance	School of Residence	Date of Last IEP	Date of Last Psy. Study	DAYS OF ATTENDANCE											
							July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
STUDENT: ADDRESS: PHONE: PARENTS:																		
STUDENT: ADDRESS: PHONE: PARENTS:																		
STUDENT: ADDRESS: PHONE: PARENTS:																		
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STUDENT: ADDRESS: PHONE: PARENTS:																		

IEP MEETING INFORMATION

(CAUTION: WRITE ON WHITE COPY ONLY)

IEP MEETING DATE

NEXT IEP REVIEW DATE

TRIENNIAL EVALUATION DUE

ADDITIONAL COPIES OF IEP NEEDED FOR

1.
2.
3.
4.
5.

FOR PUPIL SERVICES OFFICE:

☐ Placement
☐ Objectives
☐ Objective dates
☐ Career/Vocational (Secondary)

☐ Proficiency Requirements
☐ Parent Signature
☐ Documentation of Parent Contacts *(if not present at IEP)*
☐ Assessment Plan

☐ Student Appraisal Report
☐ DIS Reports *(as applicable)*
  ☐ *Speech and Language*
  ☐ *Adaptive Physical Education*

DUE PROCESS AND APPEAL PROCEDURES

DUE PROCESS PROCEDURES

The PARENT or the SCHOOL DISTRICT may initiate the due process hearing procedures whenever there is a proposal or refusal to initiate or change the identification, assessment, or educational placement of the child, or whenever the provision of a free, appropriate public education is questioned.

The party initiates a due process hearing by filing a written request with the State Superintendent of Public Instruction, Sacramento, California, and provides the other party with a copy of the request at the same time. The State Superintendent shall take steps to ensure that the mediation conference, hearing and final administrative decision are completed within 45 days after the receipt of the written request.

The following alternatives and procedures are available:

An INFORMAL CONFERENCE allows the district and parent to meet informally prior to mediation conference, examine and receive copies of any documents contained in the child's file, and resolve any issue(s) to the satisfaction of both parties.

A MEDIATION CONFERENCE is arranged by the State Superintendent of Public Instruction or designee who shall notify both parties in writing of the proposed date for mediation conference, their rights relating to procedural safeguards, and their rights to waive the mediation conference. Within the next three (3) days the school district has a responsibility to advise the parent of free or low cost legal services and other relevant services available within the geographical area. The conference is to be completed within 15 days after the State Department receives the request for the hearing. At that time a final administration decision is rendered, unless a continuance has been granted. A continuance shall be granted upon showing good cause and shall not extend the 45 day maximum for completion of the due process hearing and the rendering of a final adminstrative decision, unless the party initiating the request for hearing is agreeable to such an extension.

THE DUE PROCESS HEARING

If the mediation conference fails to resolve the issues to the satisfaction of both parties, the mediator shall list any unresolved issues. These issues shall be the basis for the State level hearing. All requests for a due process hearing shall be filed with the State Superintendent of Public Instruction. Either party to the hearing may request the State Superintendent or designee to grant a continuance. Any continuance shall extend the time for rendering a final decision for a period only equal to the length of the continuance. The due process hearing shall be the final administrative determination and binding to all parties. Either party may exercise the right to appeal the decision to a court of competent jurisdiction.

The above is a summary of the due process to protect parent(s) and pupil rights under the law. For further details, please consult the District Pupil Services Office or Wi[illegible] *Riles, Superintendent of Public Instruction; Department of Education;* State of California; 721 Capitol Mall; Sacramento, California, 95814.

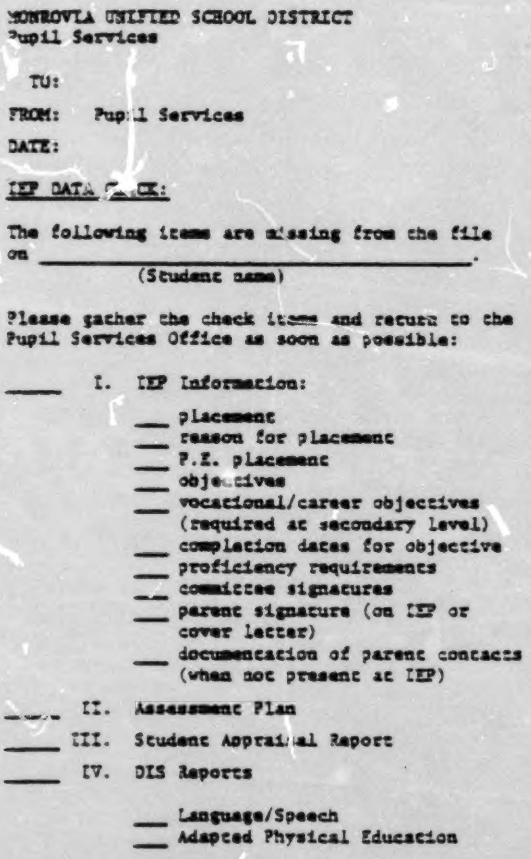
MUSD Guidelines
10/81

B. Special Education Student File - Placement Record Form

1. If initial placement, type new placement record form, indicate new placement, and insert on the inside cover of file folder.
2. If review, date and indicate school and program placement.
3. If dismissal, note date and reason for dismissal.
4. If a child moves from the district, note the date and indicate a move from the district. Note new district of residence, if known.

C. Annual Review Chart

1. If initial placement, place students name on annual review list for the month 1 year later than current IEP(or on the date of review noted on the IEP.) Place asterisk after name if a triennial assessment is due that year also.
2. If review, (1) cross name off current annual review list, (2) add name to next year's list, and (3) place asterisk after name if a triennial assessment is due that year.
3. If dismissal, just cross name off current annual review list.



MONROVIA UNIFIED SCHOOL DISTRICT
Pupil Services

TO:

FROM: Pupil Services

DATE:

IEP DATA CHECK:

The following items are missing from the file on ________________________________.
(Student name)

Please gather the check items and return to the Pupil Services Office as soon as possible:

____ I. IEP Information:
  - ___ placement
  - ___ reason for placement
  - ___ P.E. placement
  - ___ objectives
  - ___ vocational/career objectives (required at secondary level)
  - ___ completion dates for objective
  - ___ proficiency requirements
  - ___ committee signatures
  - ___ parent signature (on IEP or cover letter)
  - ___ documentation of parent contacts (when not present at IEP)

____ II. Assessment Plan

____ III. Student Appraisal Report

____ IV. DIS Reports
  - ___ Language/Speech
  - ___ Adapted Physical Education

SPECIAL EDUCATION STUDENT RECORDS

MUSD Guidelines

A. Storage

Records for Monrovia Unified School District Special Education pupils are housed in three locations within the District: (1) regular school information is placed in the cum folder in the local school office (along with health information and emergency cards), (2) copies of IEP and academic assessment records are placed in the special education classroom or speech-language specialist's room, and (3) all IEP's, parent notices, correspondance, and case reports are housed in the special education permanent records file in the Pupil Services Department at the District Office.

Special Education records are to be kept in each of the following locations:

Special Education Classroom File:

1. Current IEP and past IEP's
2. Academic assessment/test booklets
3. Any behavior frequency chart or charts to mark academic progress

District Office Special Education Permanent Record:

1. Assessment Plan/Notice of Referral & Parent Approval
2. Assessment Reports (psychological, speech, outside agencies, etc.)
3. Notice to Parent regarding IEP Team Meeting and response (verbal or written)
4. Current IEP with parent signature
5. Additional parent contacts or information as appropriate

Additional Records for Continuing Special Education Students:

1. Old IEP's
2. Old Assessment Reports & Health Development Surveys
3. Notice to parents regarding Annual Reviews & parent response

Additional Records for Transfer of Special Education Students:

1. Parent Release of Information
2. District Requests for Records
3. Parent Request for Administrative Placement in Special Education

If a student leaves a special education program for any reason (return to regular class or transfers out of district), the special education classroom file is to be sent to the Pupil Services Office, and the counselor notifies the Pupil Services Office to change the master enrollment list.

Note that duplicates of all critical special education information are filed at District Office. Any changes in the student's program must be recorded on a new IEP and copies forwarded to District Office to maintain current records.

B. Security

All of the above confidential student records are to be maintained in secure, locking files, cabinets or closets.

C. Access

Parents and legal guardians have the right to review and examine all school records relating to their children's educational assessment, identification, and placement. Requests for review of records are to be answered within five working days by the local school office. Parents are entitled to copies of any records they wish to have and the district may charge no more than the actual cost of reproducing such records.

EC 56329(a)
EC 56504
EC 49069

Details of the office procedure arranging for parental review of student records follows this section.

The following persons have access to students' educational records without written parental consent:

EC 49076

1. School officials within this District, i.e. members of the Monrovia Management Team.

2. Teachers within this District who have legitimate education interest.

3. Officials of private school or other school systems in which the student seeks to enroll.

4. Authorized representatives of "a" through "f" below in connection with the audit and evaluation of Federally supported educational programs, or in connection with the enforcement of Federal legal requirements which relate to such programs.

    a. The Comptroller General of the United States
    b. The Secretary, Department of H.E.W.
    c. The Assistant Secretary for Education
    d. The Commissioner of Education
    e. The Director of the National Institute of Education
    f. State educational authorities

    Note: Data collected must not permit personnal identification of students and their parents unless specifically authorized by Federal law. Information must be destroyed when no longer needed for such audit, evaluation, and enforcement of Federal legal requirements.

    g. Agencies connected with a student's application for, or receipt of, financial aid.

5. Organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate, or administer predictive tests, administer student aid programs, and to improve instruction. (Such studies must not permit personal identification of students and their parents by persons other than those needed for the purpose for which it is obtained.

6. Accrediting organizations in order to carry out their accrediting functions.

7. Appropriate persons in an emergency if knowledge of such information is necessary to protect the health or safety of a student or other persons--subject to regulations of the Secretary, Department of H.E.W. The principal must take into account the seriousness of the threat to health or safety, whether the persons to whom the records are released are in a position to deal with the emergency, and the extent to which time is of the essence in dealing with the emergency.

8. In compliance with judicial order, or pursuent to any lawfully issued subpeona. (Notification to parents must be made in advance of compliance with all such orders or subpoenas. EC 49077 EC 49078

9. Members of a School Attendance Review Board.

10. Fair Hearing Officer.

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MONROVIA UNIFIED SCHOOL DISTRICT

School Office Procedure for Parental Review of Student Records

1. The parent or office secretary completes the request form (P.P.S.3) and is reminded of the District's policy to arrange an appointment for him/her to review their child's records within 5 working days. The school secretary checks to make sure the request form is complete before the parent leaves the school. EC 49060 EC 49064 EC 49069

2. The school secretary, clerk or office aide gives the request form (P.P.S.3) to the principal, who schedules an appointment with the parent at the earliest possible time and within 5 working days. The parent should be informed of the appointment time immediately by telephone, or by letter if there is no phone. EC 49069

3. Prior to the appointment with the parent, the principal should check to verify that all the necessary records are gathered with the student's cumulative folder - i.e., academic acheivement, health, attendance, counseling, special education classroom file, and (if any) speech-language records.

4. At the scheduled time the principal opens the student's cumulative record for the parent, who may read any part of it he/she wishes. An attempt should be made to explain the meaning of any teacher comments, test scores, etc., and to answer any questions the parent may ask.

5. If the parent objects to any part of the student's records, please refer to the challenge procedure outlined below. EC 49070

6. Be sure to complete P.P.S.3, Parent Request to Review Student Records, at the time of the conference and file it in the student's cumulative record.

7. If the parent does not show up for the scheduled appointment, note that fact on the initial request form and file it in the student's cum folder. It is then the parent's responsibility to contact the school office if he/she wishes to re-schedule any future appointment, and another request must be completed at that time.

8. In order to facilitate parental access to student records, the school secretary should mail the request to review records to any parent who asks for it by telephone or written note.

District Office Special Education Records

If parents also wish to review permanent special education records at District Office, refer them to the psychological services secretary, who will use the same process to arrange for the Coordinator of Pupil Services to review these records with the parents.

Challenge to Content of Educational Record

1. A parent may request the local school administrator to correct or remove from the records information which is being challenged.(PPS4) EC 49070 EC 49071

2. The school principal should informally attempt to resolve the disputed item(s). Parent and certificated employee who recorded the information should be involved. The assistance of District personnel may be solicited.

3. If the local school administrator sustains the challenge, correction or removal and destruction (in accordance with law) of information will be completed and parent advised in writing.

4. If the local school administrator denies the challenge, the parent should be advised of available appeal procedures.

Appeal Procedures

1. The local school administrator's decision may be appealed in writing to the District Superintendent. EC 49070 EC 49071

2. The Superintendent will meet within 30 days of receipt of such appeal with the parent and employee (if still in paid status) who recorded the challenged information.

3. Opportunity shall be provided for full and fair presentation of relevant testimony and a record of the hearing shall be made.

4. The hearing records shall contain all written materials received, a written statement of the conclusions reached, and the reasons for the conclusions.

5. Within 10 working days following the hearing, the Superintendent shall sustain or deny the allegations made by the parent.

6. If the allegations are sustained by the Superintendent, correction or removal and destruction (in accordance with law) of the information shall be ordered. Parent, principal, and certificated employee shall be notified accordingly.

7. If the challenge is denied by the Superintendent, the decision may be appealed in writing to the Board of Trustees.

8. The Board of Trustees or its designated committee will meet in closed session within 30 days of receipt of the appeal with the parent and employee (if still in paid status) who recorded the challenged information.

9. The Board of Trustees shall review the evidence presented at the local school level and Superintendent's hearings plus any new or relevant information discovered after the appeal to the Superintendent.

10. A record of the proceedings before the Board of Trustees shall be made as in 3 and 4 above.

11. If the Board of Trustees sustains the challenge, correction or removal and destruction (in accordance with law) of the information from the education records shall be through administrative channels.

12. The decision of the Board of Trustees is final. All parties shall be notified in writing of the Board's decision.

13. Records of administrative proceedings should be maintained in a confidential manner. They shall be destroyed one year after the Board of Trustees decision unless the parent initiates legal proceedings regarding the disputed information within the prescribed period.

14. At any stage (local, Superintendent, or Board of Trustees) of the challenge to content of education record information and denial by administrative authority, the parent may submit a written statement of objections to the information. Such statement becomes a part of the pupil's records unless the parent is successful in some future appeal and the information is then removed.

MONROVIA
UNIFIED SCHOOL DISTRICT
122 Linwood Avenue • Monrovia, Ca 91016
213/357-6033

REQUEST TO REVIEW SCHOOL RECORD

____
Date

I would like to review the school records for ________________________
Student

I wish to examine:

- _____ Scholastic and pupil progress data
- _____ Test data
- _____ Attendance data
- _____ Health data
- _____ All data
- _____ Other ________________________

____
Last Monrovia School Attended

____
(Signature/Parent, guardian, or pupil age 16 or older, or having completed the 10th grade)

____
(Telephone number where I can be reached during the working day)

A review will be provided within the next 5 days. You will be contacted for an appointment.

________________________Date reviewed

________________________Parent/Eligible pupil

________________________School representative

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PPS 3
11/81

File in student cum file

IX. DUE PROCESS

INTRODUCTION

Due process refers to those procedures which protect the rights of individuals and insure that parent/child receives equal and fair treatment under existing laws. In the area of special education, several steps are required when changes are proposed in a student's educational program.

Legislation has clearly defined specific rights which must be safeguarded when making decisions regarding educational placement. In addition, legislation has clearly provided a means by which any individuals involved in educational placement decisions can appeal in case of disagreement.

This chapter provided a summary of the rights and responsibilities of all individuals -- students, parents, and school personnel — involved in the process of placing students in special education.

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RIGHTS & RESPONSIBILITIES OF THE EDUCATIONAL TEAM

1. **STUDENT RIGHTS**	EC 56322 EC 56320
1. Non-discriminatory assessment by a team of educational specialists.	34CFR300.4 EC 56000
2. A free appropriate education at public expense.	EC 56001
3. Educational placement in the least restrictive environment.	EC 56364
4. Provision of an individualized educational plan.	EC 56344
5. Provision of supplementary services when determined appropriate for insuring successful implementation of the IEP.	EC 56000 EC 56345(c)
6. Involvement in developing of the IEP whenever it is determined appropriate by parent and/or counselor.	EC 56460 EC 56341(6-4-A)
2. **PARENTS HAVE A RIGHT TO:**	
1. Request assessment after resources of the regular program have been considered and used.	EC 56303
2. Approve their child's assessment plan and attend/assist in/be represented at the placement, planning and revieve conferences. Prior written notice of such meetings will be given. The pupil may participate as appropriate.	EC 56329 EC 56321 EC 56341
3. Request a meeting to initiate or review an educational plan for a pupil. Such plans will be reviewed at least annually.	EC 56343
4. Appeal decisions regarding identification, assessment and placement. (Complete Appeal Procedures are available upon request)	EC 56501-5
5. Review student records with appropriate interpretation. Copies of student records may be requested and will be provided for a nominal fee within five days of the request.	EC 56329
6. Challenge content of the student record if thought to be inaccurate or inappropriate. Records may be changed if the parent and school agree to do so. An appeals process may be used if necessary. (Complete Appeal Procedures are available upon request)	EC 56504 EC 49070
7. Obtain independent assessments if they do not agree with district assessments. Findings will be considered in any educational planning that is done for the individual. Independent assessments must be done by appropriately licensed or credentialed professionals not employed by the school district. Under certain circumstances, independent assessments may be at no cost to the parents.	EC 56329
8. Have the student placed, to the maximum extent appropriate with students in regular education. Individuals may be placed in a separate setting only when placement in a retular class cannot be acheived satisfactorily.	EC 56000 EC 56001
9. Request non-public school placement or services for their student at no cost to the parent, IF AN APPROPRIATE PUBLIC SCHOOL PROGRAM IS NOT AVAILABLE.	EC 56365
10. Be informed of procedural safeguards and rights of appeal in language easily understood by the general public and in the parents primary language.	EC 56321 EC 56501

3. PARENT INFORMED CONSENTS ARE REQUIRED FOR:

1. Student assessments such as psychological, audiological and language/speech, upon which special education placement decisions are made. Assessments will be free of racial or cultural bias. Procedures, tests and results of assessments will be explained. Reassessment will occur at least once each three years. EC 56321

2. Placement in a special education program. Consent for assessment and placement is voluntary and may be revoked by the parent at any time. EC 56346

3. Implementation of the Individualized Education Program (IEP). An IEP shall be developed within 50 days, not counting days in July and August, from the date of receipt of the parent's written consent for assessment, unless the parent agrees in writing to an extension. An IEP shall be developed within 30 days after the commencement of the subsequent regular school year for each pupil for whom a referral has been made 20 days or less prior to the end of the regular school year. EC 56344

4. PARENTS SHOULD KNOW THAT:

1. All handicapped children have the right to a free and appropriate public education (FAPE). EC 56000
2. On-going evaluations of student progress will be conducted. EC 56380
3. Special education records are kept confidential. Access is limited to certificated school staff members who provide services to the student or others as authorized in writing by the parent. EC 49076
4. School districts are legally required to release information concerning students in special education programs to the California State Department of Education and other educational agencies. EC 49076
5. When a student moves to a new school district, records will be forwarded upon that district's request. EC 49068
6. When a student reaches adult status, he/she assumes rights of consent and access to records. Sixteen year old students have the right to review their records. EC 49076
7. Parents are required to inform the school of any medication the student is taking regularly. Forms will be provided for this purpose. EC 49423
8. If parents believe that the school district is not in compliance with federal or state law or regulation, they may file a complaint with the State Superintendent of Public Instruction Department of Education, 721 Capitol Mall, Sacramento, CA 95814. Contact the School District for Compliance procedures. CAC 3125 CAC 3309
9. Copies of policies, regulations and procedures related to appeals are available for inspection in the District Pupil Services office.

5. SCHOOL RIGHTS/RESPONSIBILITIES

1.	To seek out and provide appropriate educational services to all exceptional children (Search and Serve)	EC 56300
2.	Provide a written educational plan (IEP) for all exceptional children.	EC 56301
3.	To inform parents of their rights regarding the educational programming and placement of their child.	EC 56301
4.	To provide a non-discriminatory assessment of the child before placement in a special education program is made.	EC 56300
5.	To notify parents of all meetings scheduled to discuss identification, evaluation, and educational placement of their child (IEP Team Meeting).	EC 56329 EC 56340
6.	Communicate with parents in the primary language of the parent. IEP must be in primary language when feasible.	EC 56321
7.	Notify parents of their rights regarding access to school records as well as their rights regarding the confidentiality.	EC 56329(a)
8.	Have parents sign and date all documents regarding decisions made about their child's program/placement.	EC 56346
9.	When parents cannot attend scheduled meetings, contact them regarding decisions made and recommended follow-up.	MUSD Guidelines
10.	Refer student to outside agency and/or non-public school if services needed are not available via district programs.	34CFR 300.301
11.	Develop systematic referral procedures.	EC 56302

Parents rights and responsibilities are printed on the reverse of the Assessment Plan. These rights are explained again by the psychologist at the time of the conference on assessment results. The parent rights and due process procedures are printed again on the reverse of the IEP form.

LEAST RESTRICTIVE ENVIRONMENT

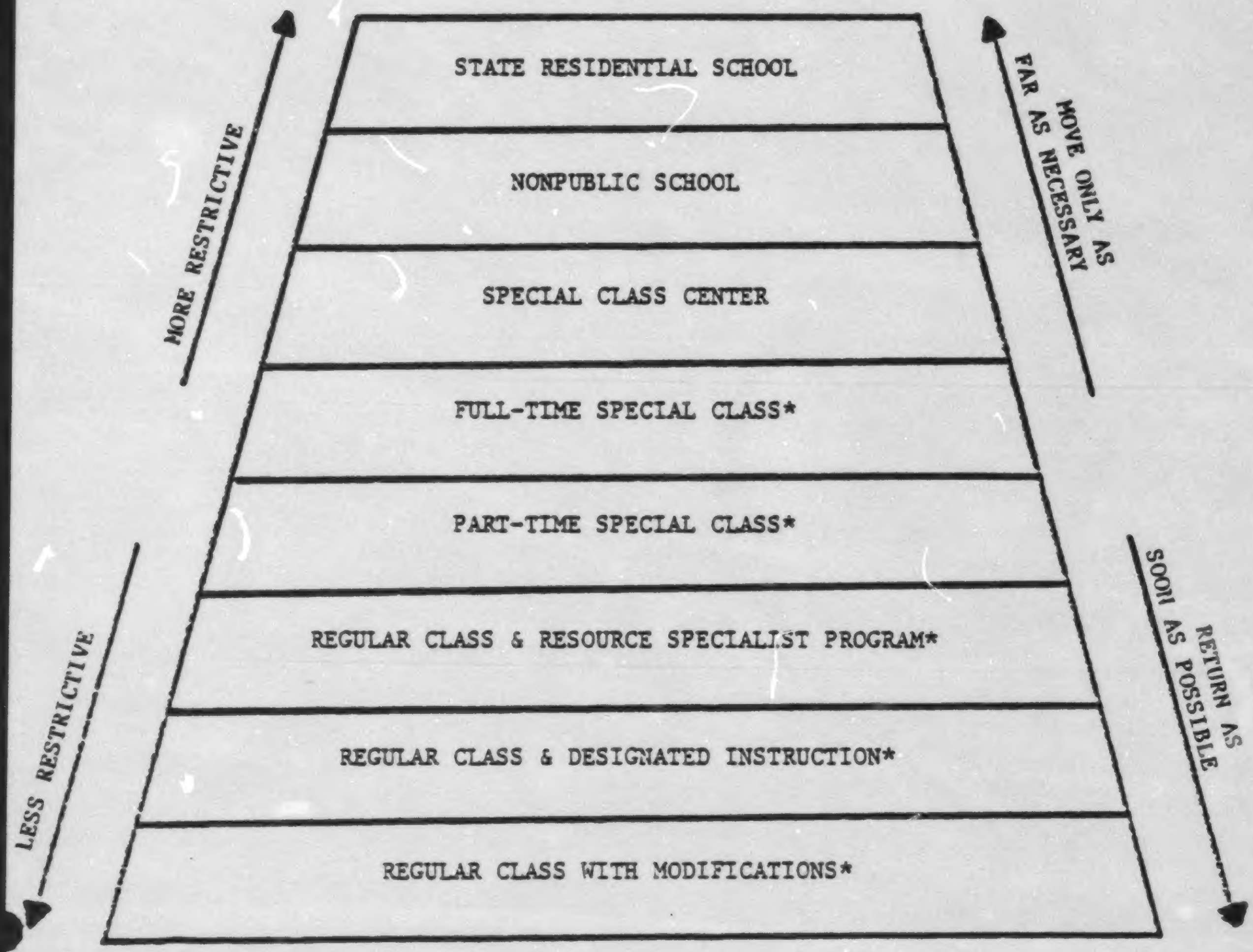
State and Federal law requires that a handicapped child be placed in a learning environment that most closely approximates the learning environment of non-handicapped peers. This maximum interaction with the general school population must be appropriate for meeting the needs of the handicapped child as well as the general school population. Removal from a regular classroom environment and placement in a special class occurs only after a series of interventions have demonstrated that the student cannot benefit from continued services in the regular program and needs a more restrictive setting in order to benefit from the school experience.

EC 56001

EC 56364

SPECIAL EDUCATION PROGRAM OPTIONS

*Local School District Local Programs


STATE RESIDENTIAL SCHOOL
NONPUBLIC SCHOOL
SPECIAL CLASS CENTER
FULL-TIME SPECIAL CLASS*
PART-TIME SPECIAL CLASS*
REGULAR CLASS & RESOURCE SPECIALIST PROGRAM*
REGULAR CLASS & DESIGNATED INSTRUCTION*
REGULAR CLASS WITH MODIFICATIONS*
MORE RESTRICTIVE
LESS RESTRICTIVE
MOVE ONLY AS FAR AS NECESSARY
RETURN AS SOON AS POSSIBLE

APPEALS AND FAIR HEARING PROCESS

Chapter 5
EC 56500
EC 56507

The process for negotiating any differences between the school and parent on decisions concerning the student's assessment, instructional goals and objectives, and/or educational placement is described on the reverse of the IEP form.

It is particuarly vital that any parental dissatisfaction with his/her child's special education program be a matter of immediate concern and attention on the part of the school psychologist, special education teacher, and principal. Most often such disagreements can be resolved with a parent-administrator conference and an invitation for the parent to visit/observe the student in the placement recommended in the IEP. A special education teacher's review of the instructional goals and materials to be used with a student can often reassure the parent that the school is acting in the best interest of his/her child.

Any potential fair hearing anticipated by a local school administrator or psychologist should be immediately reported to the Coordinator of Pupil Services. Early notification of a potential problem helps to resolve differences before due process procedures are initiated.

If the parent and school district cannot reach agreement, the parent or district may request a due process hearing. An informal meeting with the Superintendent or designee may be arranged for one more attempt at resolution.

If difference between the parent and district cannot be resolved in an informal review, a mediation conference is arranged with a representative from the State Department of Education. The purpose is to resolve problems whenever possible to avoid the tremendous expense and time required for a fair hearing. If the District administration or parent does not believe that an issue can be resolved in a mediation conference, this step may be waived. The case then goes directly to the fair hearing level.

The District Coordinator of Pupil Services is responsible for gathering all relevant information and preparing the district's case for presentation at a fair hearing. Any district staff member who has direct contact with the student whose educational services are in question may be called upon to serve as a witness for the district in a fair hearing.

The decision of a fair hearing office is binding on both the district and the parents. The parent's only other recourse is civil action against the district. If is also important to remember that the district may initiate a fair hearing on behalf of a student.

During an appeal process, a student remains in his/her current educational placement pending a decision at either the informal review, mediation or fair hearing level.

MONROVIA UNIFIED SCHOOL DISTRICT - PUPIL SERVICES

NOTIFICATION OF APPEALS PROCEDURE

This report of the IEP Team represents written notification of the decisions regarding educational recommendations and specific special program placement for your child. As the parent you have the right to initiate the following appeal procedures if you wish to question the decisions concerning the assessment, instructional goals and objectives, or placement of your child. During any appeal process, a student remains in his/her current educational placement pending a decision at the informal review, mediation conference or fair hearing.

We welcome the opportunity to discuss any concern you have regarding the education of this student prior to implementing the procedures listed below. Please call the school office where your student is now enrolled and ask to speak to the psychologist and/or principal. If you are unable to resolve your differences at the school site,

1. Contact the Coordinator of Pupil Services to request an informal review. You may call 357-6033 or send a written request to Pupil Services, Monrovia Unified School District, 122 Linwood Avenue, Monrovia, CA 91016. We will contact you within 10 days to schedule this meeting at a mutually acceptable time.

2. If the matter cannot be resolved in an informal review or if you wish to waive your right to the informal review described above, you may write directly to the State Department of Education to request a mediation conference. Be sure to include the following information in your letter:

    1) Your child's name
    2) Your child's date of birth
    3) Your home address
    4) Telephone (home and work)
    5) The specific concerns in your child's Individual Education Program with which you disagree.
    6) A statement that you waive your right to an informal review with your District Superintendent and instead want a mediation conference.

    Send the letter to:

    Superintendent Wilson Riles
    Attention: Coordinator of State Hearings
    Office of Special Education, Room 606
    721 Capitol Mall
    Sacramento, CA 95814 - Phone (916) 323-4754

    You must send a copy of your letter to the Coordinator of Pupil Services in the Monrovia School District. (Within three days of receipt of your letter, the District will furnish you with information regarding low cost legal assistance currently available to to.)

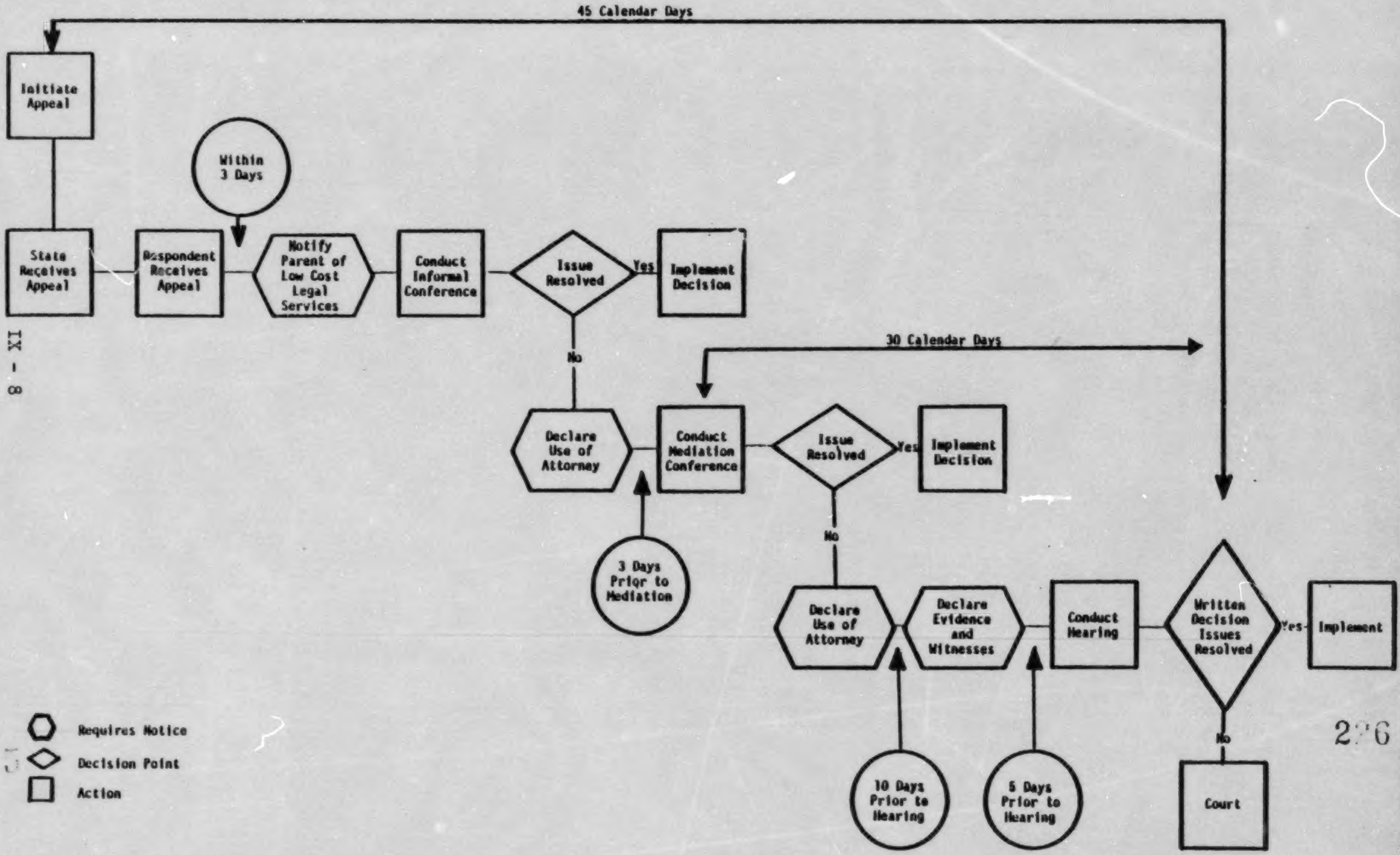
3. The State Department of Education will contact both you and the District regarding the exact date, time and place for the mediation conference. You may waive your right to a mediation conference if you wish and request that the State Department proceed directly to a fair hearing.

4. At the mediation conference, a resolution will be sought. If agreement cannot be reached, then the issues will be clarified and the case will proceed to the fair hearing level.

5. The State Department of Education will contact both you and the District regarding the fair hearing date and time. The decision of a Fair Hearing officer is binding on both the parents and local district, unless a civil court action is initiated.

THESE PROCEDURES MAY BE TERMINATED AT ANY STEP IF THE PROBLEM IS RESOLVED

ADMINISTRATIVE HEARING TIMELINE


45 Calendar Days
Initiate Appeal
State Receives Appeal
Respondent Receives Appeal
Within 3 Days
Notify Parent of Low Cost Legal Services
Conduct Informal Conference
Issue Resolved
Yes
Implement Decision
No
30 Calendar Days
Declare Use of Attorney
Conduct Mediation Conference
3 Days Prior to Mediation
Issue Resolved
Yes
Implement Decision
No
Declare Use of Attorney
Declare Evidence and Witnesses
10 Days Prior to Hearing
5 Days Prior to Hearing
Conduct Hearing
Written Decision Issues Resolved
Yes
Implement
No
Court
Requires Notice
Decision Point
Action

COMPLAINT PROCEDURE

State and federal law allows any individual or organization to file a written complaint regarding alleged violation of laws or regulations governing special education and related services. These complaints are to go directly to the State Department of Education's Compliance Unit in Sacramento.

34CFR 76.780
CAC 3215
CAC 3309

District form MUSD-CP20 describes the procedure necessary to file a complaint against the Monrovia Unified School District. It is the philosophy of the district to attempt to resolve any differences at the local level by conferencing with the individual or group who believes we are operating out of compliance with any special education law or regulation. It is appropriate to offer relevant information to anyone who has a potential complaint, but we are now legally bound to forward any formal complaint to the State Depart of Education for review by the State Compliance Unit. That office decides whether the State Department will immediately intervene or the local Superintendent or designee will first investigate the complaint.

MONROVIA UNIFIED SCHOOL DISTRICT - SPECIAL EDUCATION SERVICES

NOTIFICATION OF COMPLAINT PROCEDURES

(In compliance with Title 45, Code of Federal Regulations, Section 121a602a and CAC Title 5, Section 3309 and 3312)

Any individuals, public agency, or organization may file a written complaint with the State Department of Education, Office of Special Education, Compliance Unit, Room 666, 721 Capitol Mall, Sacramento, CA 95814 alleging a matter which, if true, would constitute a violation by that public agency of federal or state laws or regulations governing special education and related services.

1. In filing a complaint, specify all know relevant facts and provide any additional information believed to support the complaint.
2. If the written complaint is filed with the Superintendent of the Monrovia School District, the Superintendent shall immediately transmit the complaint to the State Compliance Unit.
3. If the written complaint is sent directly to the State Complaince Unit, the local school district will be immediately informed in writing.
4. The State Compliance Unit shall review the complaint within five (5) days to determine whether immediate state intervention is necessary or whether the complaint must first be investigated by the local Superintendent or his designee. The complainant shall be immediately notified in his/her primary language or other mode of communication by the State Compliance Unit of the action taken and the procedures to be followed.
5. When a complaint is accepted by the State Complaince Unit for initial intervention, the impartial review shall be completed and a written decision completed within 25 days of the receipt of the complaint.
6. When the State Compliance Unit directs Monrovia School District to implement local complaint procedures, the following will be implemented within 30 days from receipt of the written complaint by the Superintendent or Monrovia or his/her designee:
    a. Investigate the complaint and prepare a written report of the findings including the disposition of the complaint and the rationale for such disposition. This report shall be prepared in English and/or mode of communication best understood by the complainant. It shall include a notice of the complainant's right to a review of the local decision by the Monrovia Board of Education and the State Superintendent of Public Instruction's Compliance Unit, and shall include the procedures to be followed in requesting a review.
    b. Submit a copy of the report to the Monrovia Board of Education and schedule a hearing, if the complainant does not agree with the Superintendent's decision and requests a review.
    c. A copy of the complaint, a summary of the investigation procedures, and report of the action taken shall be forwarded to the State Compliance Unit immediately following the Monrovia Board of Education meeting at which the complaint is scheduled and within the 30 days allowed for investigation and reporting.
7. Appeal procedures available to the complainant include:
    a. Appearing at the scheduled hearing and submitting written or oral evidence/argument.
        1. The Monrovia Board of Education is empowered to affirm, reverse, or revise all decisions; however, all decisions regarding the complaint are to be rendered within the 30 day timeline unless the complainant agrees to an extension.
    b. Waiving the right to a local hearing and appealing directly to the State Compliance Unit.
        1. Any appeal to the State Compliance Unit must be made within 15 days following receipt by the complainant of the final written report of the local decision.
        2. All complaints submitted to the State Compliance Unit on appeal shall be completed and a reasoned decision written within 25 days of the receipt of the request for an appeal.

MUSD-CP20
10/81

X. INSERVICE GUIDE

X. Inservice Guide

A management stystem for special education and support services can be successful only when it is thoroughly understood by the personnel involved. Knowledge in related areas is also vital to insure success.

This guide presents suggestions for inservice training during the development, implementation, and continuatuon of the Teacher Support System Model. The specific phases covered are:

A. Adaptation of the Model
B. General Orientation
C. School level implementation Orientation
D. Supporting In-Service Sessions
E. Teacher Access to a Process Review
F. Annual Review of Procedures

A. ADAPTATION OF THE MODEL

The contents of this section do not relate directly to in-service but rather present a context from which the inservice suggestions can be viewed.

The Teacher Support System is presented as a model, not as a final and comprehensive answer to every detail of the referral process demands of all school districts. The model must be adapted to fit the needs, personalities, and programs of individual districts and schools.

Our experiences support the involvement of staff from all levels (elementary, middle, and high school) and from appropriate positions (regular teachers, special education teachers, counselors, psychologists, administrators) when a model is developed for a district-wide system. This district model would act as a goal and a guide for individual schools within the district.

Once a district model has been established, the model should be reviewed by a select group of personnel from each school. The district model will provide uniform guidelines which the school staff can apply to their own school needs. The school staff should identify the person(s) who will assume certain responsibilities, the location and accessability of logs and forms, the key resource people for Child Study Team Meetings, etc. Without this crucial school site review and adaptation, the district model could flounder. It would probably be poorly understood and viewed as in "imposition". Most importantly, the site review could incorporate the procedures already in existance at the school. Although these procedures would not all be identical to the model, any overlapping stages could be identified as a familiar routine within the new system. All of these steps foster the acceptability and success of the management system.

In addition, the system should be evaluated at each site annually. The successes and failures should be identified and alterations made where necessary.

B. GENERAL ORIENTATION

After a district model has been formulated, it should be introduced by means of general orientation presentation which is uniform for all audiences. This general orientation in-service would cover basics which would be common to each school site. The outline for such a session might include:

SAMPLE AGENDA

BACKGROUND

- Reasons for developing the system
- Goals of the system
- Advantages of the new system over the old

OVERVIEW

- Basic phases of the system
- Outline of the steps
- Introduction of handbooks, teacher pamphlets

EXAMPLE

Graphic presentation of how the system works
to solve student problems

In the Monrovia Unified School District,the general orientation covered the following information:

BACKGROUND

- Reasons for developing the system:
  Old referral procedures were:

  - inconsistent from school to school
  - lacking the degree of efficiency and effectiveness desired
  - not uniformly understood by teachers

- Goals:

  To establish a system which was:
  - effective: determined and provided necessary services
  - efficient: demanded the least amount of time possible
  - supportive: helped the teacher
  - flexible: skipped steps for immediate and severe needs
  - clear: easily understood

OVERVIEW

- Basic phases of the system:

  I. Immediate response to a teacher concerns
  (Steps I and II)

II. Specialized Consultations
(Steps III and IV)

III. Special education referral
Phases I and II are non-special education; phase III is special education

- Outline of the steps

Step I:	Request for Consultation
Step II:	Consultation
Step III:	Referral to Child Study Team
Step IV:	Child Study Team Meeting
Step V:	Referral for Special Education Assessment
Step VI:	Informal Conference
Step VII:	Arrange IEP Meeting
Step VIII:	IEP Team Meeting

- Introduction of Handbook and Teacher Pamphlet

  (The Handbook was presented as Section I and II of this Resource Guide; the Teacher Pamphlet is included at the end of this section)

EXAMPLE

- Monrovia Unified School District developed a narrated slide show depicting a teacher following the Teacher Support System procedures. Response to the slide show was quite positive.

This general orientation inservice should be provided for:

- Administrators
- Special education teachers
- School staffs
- Support staff (psychologists, etc.)
- School secretaries

C. SCHOOL LEVEL IMPLEMENTATION ORIENTATION

After a general orientation, an implementation meeting should be scheduled for:

- each school site
- support staff and special education teachers

1. School Site

At each school site meeting, the following topics should be covered:

- persons responsible for each step
- location of forms, logs
- review of steps
- expectations/limitations of the systems
- questions/answers

2. Support Staff/ Special Education Teachers

This in-service must include comprehensive review of:

- procedural steps
- form instroduction and information requirements
- IEP Team procedures
- IEP development
- Annual review/triennial evaluation procedures
- general eligibility requirements
- assessment and report requirements
- questions/answers

D. SUPPORTING IN-SERVICE SESSIONS

The effectiveness and efficiency of the system is dependent upon the knowledge of the personnel who use the system. In-service sessions on the following topics are recommended to increase their knowledge:

- Special education law updates
- Eligibility criteria for special education
- Identification of student problems
- Instructional strategies
- Classroom management techniques
- Mainstreaming
- Cognitive development and teacher expectations
- The concepts of achievement and levels of mastery
- Modification for the regular classroom

E. TEACHER ACCESS TO A PROCESS REVIEW

The general orientation and site implementation in-services provide the background for teachers who will eventually use the system. Teachers report, however, that they forget the steps in the process unless they use them regularly. The teachers requested that a review of the steps be made available anytime a teacher wished clarification on how to initiate help. The suggestions included:

1. A poster in each teacher lounge outlining the steps in the process.
2. A VTR cassette which gave an overview of the process.
3. Availability of the Teacher Support System Handbook in the school office.

F. ANNUAL REVIEW OF PROCEDURES

An in-service session should be scheduled at each school at the beginning of each school year. The meeting would provide:

- a review of the steps
- the expectations/limitations of the system
- the location of the reference outline of the process
- the persons responsible for each step
- questions/answers